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The program was devised to demonstrate a workable plan for extended use of school buildings, and to emphasize the role of the school in creating a wholesome environment for children. Goals included: a school day that provides for educational, emotional and physical development of children; extension of the school day into a special after-school program for children who need additional instruction; extension of the school year to include a summer program; and institution and development of closer home-school-neighborhood relationships.

Recent interest in the education of the disadvantaged prompted an assessment of the program. Three schools were selected and experimental and control groups chosen. No significant differences between the two groups were found in reading achievement, scholastic aptitude, academic achievement, and verbal fluency. A followup of performance in junior high school showed higher grades in hygiene and higher behavioral grades for the experimental group. In the areas of personal and social development, teachers indicated more positive change in some behavior areas for experimental children, who were found to participate more freely in group discussions. Teachers' attitudes were found to be positive toward teaching and toward the disadvantaged child.

Measuring instruments and detailed responses to questionnaires are included in the appendices.

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AN ASSESSMENT OF THE ALL DAY NEIGHBORHOOD SCHOOL PROGRAM FOR CULTURALLY DEPRIVED CHILDREN

Cooperative Research Project No. 1527

Duration: September, 1962 to December, 1964[1]

Patricia Sexton, Lloyd Barenblatt, Robert Billig
John Hofmann, Anna Lee Hopson, Scott Parker, Doris Wells

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February 28, 1965. Patricia Sexton

TABLE OF CONTENTS

PART I INTRODUCTION

Chapter 1 The All Day Neighborhood School Program p.1

Chapter 2 Goals, Method, Effects of ADNS Program p.9

Chapter 3 Related Research p.18

Chapter 4 Scope of the Study p.24

PART II ACHIEVEMENT AND APTITUDE

Chapter 5 Academic and Verbal Achievement p.33

- A. Improvement in Reading p.33
- B. Scholastic Aptitude p.36
- C. Academic Achievement - Report Card Marks p.39
- D. Verbal Skills and Aspirational Level p.41
- E. Verbal Fluency: Word Test p.43
- F. Junior High School Follow-Up p.44

PART III PERSONAL AND SOCIAL DEVELOPMENT

Chapter 6 Comparisons of Relevant Aspects of Child Behavior p.47

- A. Student Behavior as Rated by Teachers p.47
- B. Group Autonomy p.53
- C. Relations with Peers p.60
- D. Social Responsibility p.63
- E. Attitudes of Pupils Toward School and Self (Pupil Interviews) p.65
- F. Curiosity-Responsiveness p.68
- G. Absences and Latenesses p.70
- H. Vandalism p.73
- I. Pupil Attitude Inventory p.75
- J. Personal and Social Adjustment p.78
- K. Social Climate of the Classroom p.80
- L. Classroom Conduct p.82
- M. Social and Classroom Behavior p.85

PART IV PARENTS AND TEACHERS

Chapter 7 Parents p.86

- A. Parent Questionnaire p.86
- B. Interviews with Parents p.92
- C. Interviews with Parent Group Leaders p.95

Chapter 8 Teachers p.103

A. Teacher Attitude Survey p.103
B. Teacher Questionnaire on ADNS p.109
C. Teacher Interviews p.110

PART V SUMMARY

Chapter 9 Summary p.114

BIBLIOGRAPHY p.124

APPENDIX A INSTRUMENTS

1) Revised Ohio Social Acceptance Scale p.126
2) Teacher Checklist on Student Behavior p.127
3) Social Responsibility Scale p.130
4) Group Autonomy p.131
5) Interview Schedule - Sample Group Children p.134
6) Picture Test p.138
7) Classroom Observation Rapport Scale p.139
8) Principal's Questionnaire p.141
9) ADNS Staff Opinion Questionnaire
Part I Goals p.143
Part II Effects p.144
10) Teacher Questionnaire p.148
11) Interview Schedule - Teachers p.149
12) Teacher Attitude Survey p.151
13) Parent Questionnaire p.158
14) Questionario Para Los Padres p.160
15) Interview Schedule - Parents p.162
16) Interview Schedule - Parent Leader p.165
17) Standardized Instruments p.168

APPENDIX B DETAILED COMMENT FROM QUESTIONNAIRES

1) Opinion Questionnaire on Staff Goals - Detailed Treatment p.169
2) Teacher Questionnaire on ADNS - Detailed Treatment p.176
3) Principal's Questionnaire, Data on Schools, Detailed Treatment p.193
4) Pupil Interview - Detailed Treatment p.196
5) Group Autonomy, Responses on Written Themes - Detailed Treatment p.202

APPENDIX C DESCIPTIVE MATERIAL ON THE ALL DAY NEIGHBORHOOD SCHOOL PROGRAM

1) Examples of Records Kept by the ADNS Teachers p.204
2) ADNS Teacher Logs p.210
3) ADNS Teacher Anecdotal Records p.216
4) The Development of the ADNS Program - Dr. Adele Franklin p.218

LIST OF TABLES

1. Sample Group - Selected Characteristics p.30

2. Sample Group - Other Characteristics p.30

3. Selected Characteristics of the Total Population p.32

4. Reading Improvement, Metropolitan Achievement Test, Sample Group (Combined Fourth and Sixth Grades) p.33

5. Reading Improvement, Metropolitan Achievement Test, Sample Group (Fourth Grade) p.34

6. Reading Improvement, Metropolitan Achievement Test, Sample Group (Sixth Grade) p.34

7. Reading Improvement, Metropolitan Achievement Test, Total Population (Combined Fourth and Sixth Grades), Post Score Comparisons (Matched Pre Scores) p.34

8. Reading Improvement, Metropolitan Achievement Test, Total Population (Fourth Grade), Post Score Comparisons (Matched Pre Scores) p.34

9. Reading Achievement, Metropolitan Achievement Test. Total Population (Sixth Grade), Post Score Comparisons (Matched Pre Scores) p.35

10. Otis Mental Ability Test (Sample Group) p.37

11. Otis Alpha Mental Ability Test, Fourth Grade (Total Population), Post Score Comparisons (Matched Pre Scores) p.37

12. Otis Beta Mental Ability Test, Sixth Grade (Total Population), Post Score Comparisons (Matched Pre Scores) p.37

13. Otis Mental Ability Test, Fourth and Sixth Grades Combined (Total Population), Post Score Comparisons (Matched Pre Scores) p.37

14. Academic Achievement, Report Card Marks (Sample Group) p.39

15. Verbal Fluency and Skill, Written Themes p.41

16. Level of Aspiration, Student Themes p.42

17. Verbal Fluency - Word Reading p.43

18. Junior High School Report Card Marks for Experimental and Control Groups, September, 1961 (Seventh Grade) p.44

19. Junior High School Report Card Marks for Experimental and Control Groups, September, 1961 (Eighth Grade) p.45

20. Junior High School Report Card Marks for Experimental and Control Groups, September, 1962 (Seventh Grade) p.45

21. Junior High School Report Card Marks for Experimental and Control Groups, September, 1963 (Seventh Grade) p.45

22. Junior High School Report Card Marks for Experimental and Control Groups, Behavior p.46

23. Observations of Change in Pupil Behavior, Rated by Classroom Teachers, Comparisons of Experimental and Control Children in the Sample Group p.49

24. Exemplary Behavior Index (Sample Group) p.49

25. Compulsive Conformity Index (Sample Group) p.49

26. Aggression Index (Sample Group) p.50

27. Isolation Index (Sample Group) p.50

28. Reaction to Frustration: Teacher Checklist of Student Behavior (Sample Group) p.50

29. Relationship to Work: Teacher Checklist of Student Behavior (Sample Group) p.50

30. Relationship to Other Children: Teacher Checklist of Student Behavior (Sample Group) p.51

31. Relation to Teacher: Teacher Checklist of Student Behavior (Sample Group) p.51

32. Emotional Tone: Teacher Checklist of Student Behavior (Sample Group) p.51

33. Other Characteristics: Teacher Checklist of Student Behavior (Sample Group) p.52

34. Group Discussion: Categories of Observation (Total Population) p.56

35. Group Discussion Observations: Comparative Levels of Dissent, Experimental and Control p.57

Preceding Pages Missing

55. Problems Relating to School, Science Research Associates (Sample Group) p.76

56. Problems Relating to Home, Science Research Associates (Sample Group) p.76

57. Problems Relating to Self, Science Research Associates (Total Population) p.76

58. Problems Relating to Peers, Science Research Associates (Total Population) p.76

59. Problems Relating to School, Science Research Associates (Total Population) p.77

60. Problems Relating to Home, Science Research Associates (Total Population) p.77

61. Personal Adjustment, California Test of Personality (Sample Group) p.78

62. Social Adjustment, California Test of Personality (Sample Group) p.79

63. Personal Adjustment, California Test of Personality (Total Population) p.79

64. Social Adjustment, California Test of Personality (Total Population) p.79

65. Pupil-Teacher Rapport Scale, Classroom Observations p.80

66. Pupil-Teacher Relations, Pupil-Teacher Rapport Scale, Classroom Observations p.81

67. Physical Tension of Group, Pupil-Teacher Rapport Scale, Classroom Observations p.81

68. Classroom Observations, OScAR p.83

69. Social Behavior, School Records, Sample Group p.85

70. Class Behavior, School Records, Sample Group p.85

71. Parent Questionnaire (Sample Group) p.86

72. Parent Questionnaire (Total Population) p.89

73. Parent Interview Responses p.92

74. Parent Interview, After-School Program p.93

75. Parent Interview, Rating of School p.94

76. Classroom Teacher Judgment of the ADNS Program p.106

PART I

INTRODUCTION

CHAPTER I

THE ALL DAY NEIGHBORHOOD SCHOOL PROGRAM
Purposes and Practices

A summary statement of the purposes and practices of the All Day Neighborhood School Program, and the problem in this research, appear in the design and contract for this research.[1] Excerpts from this statement, composed by the ADNS staff, follow:

"In recent years it has become increasingly apparent that a thorough evaluation of our traditional educational method is needed. The failure of many students to achieve, the high drop-out rate, the ever increasing juvenile delinquency statistics, and increasing illiteracy have all given impetus to the desire of many educators to reinterpret and recast the traditional functions of a scholastic education. Evidence from many fields such as sociology, psychology, and anthropology has stressed that the schools must assume the function of socializing the child and preparing him for a constructive role in society, rather than simply the three R's. However, the disagreement has been on methods of achieving the goal of the school as a comprehensive socializing institution. Though there is little consensus on methods of solving the problem there is a general concordance on the emergency facing the school.

"It has been well established that the cultural background which surrounds a child affects directly his achievements in school. Children in low socio-economic areas are faced with enormous cultural hardships. The characteristics of the slum culture are poor and crowded housing, inadequate diet, untreated physical defects, lack of privacy and economic pressures -- all of these factors and others contribute to the inability of the child to profit from our educational system. A lack of supervision after school hours and the fatigue with which parents meet their children after work prevent communication between adult and children. Books and even newspapers are non-existent, and interest in the child's school work is secondary to the basic needs of living.

"A major conclusion, however, is that the schools must provide a program of education that will compensate for lacks in the child's life experience. Authorities have shown that forces outside the home can supply the needed sense of security and a feeling of self that is essential for an individual to function adequately. Schools must create the emotional climate necessary for learning to take place. They must train teachers to cope with a new approach to education. At the present time teachers are confused and baffled by their own ineffectiveness. Most teachers are conscientious, but there is seldom anything in their training that gives them the flexibility to experiment. They learn to follow a prescribed course of study and when they meet with failure the tendency is to become more and more rigid in adhering to a methodology that does not apply to the children they are teaching.. Instead of building up background and developing a feeling of success in children, both children and teachers become more frustrated because the children do not learn by the methods that have been developed over the past decades for children with adequate home and social preparation for the school experience.

---

[1] "An Assessment of the All Day Neighborhood School Program for Culturally Deprived Children," a research proposal submitted to the United States Office of Education, initiated by Dr. Adele Franklin, Director of the All Day Neighborhood Schools.

"Thus, to successfully educate all of the children in our large cities, the advantaged as well as the disadvantaged, schools in deprived areas must face the problem squarely, and plan for a change of focus; especially in the early elementary years. This would involve the retraining of teachers in new methods and techniques aimed at developing the disadvantaged children so that they can acquire the education they need without the frustration they face under the present system. Such a program is already in existence in the New York City Public School System. This program is known as the All-Day Neighborhood Schools.

"The All-Day Neighborhood School is a unique educational program which in an organized manner, provides meaning and structure to the child's school experience. It is directed toward compensating for the inadequacies in the child's other life experiences. It is a comprehensive program operating during the school day, after school and in the neighborhood. It not only takes the child off the slum street, it provides him with positive school experiences that make it possible for him to accept the middle class teachers and school aims. The plan includes the retraining of teachers for work with this type of child, special instructional work with small groups of children and the development of after-school club programs. It extends the use of expensive school plants for much needed services to children and the community. These schools save human resources by developing the productive energies of the individual."

"Purposes and Plan of the All-Day Neighborhood Schools.

The All-Day Neighborhood Schools is a program devised to demonstrate a workable plan for the extended use of school buildings, and to emphasize the role of the school in creating a wholesome environment for children. The purposé is a four-fold one, viz:

1. A school day that provides for educational, emotional and physical development of children.
2. The extension of the school day into a special after-school program for children who need additional care after 3 o'clock.

3. The extension of the school year to include a summer program.
4. Instituting and developing closer home-school-neighborhood relationships.

Structure and Operation of the All-Day Neighborhood Schools

"The All Day Neighborhood Schools operate within the existing public school framework. The program is under the over-all supervision of a Director who is assigned to the office of the Associate Superintendent in charge of Elementary Education of the Board of Education of the City of New York.

"The fourteen schools in which the program operates are located in sub-standard neighborhoods. The Director trains and develops the supplementary staff which works in each school. The training is intensive and continuous and is concerned with the professional development and growth of the teachers which in turn affects the entire school population. This teacher-training program includes becoming familiar with other disciplines in the field of child development. Emphasis is placed on the relationship of home and school and on the schools as one of the agencies in the community. Close cooperation between the schools and parents is encouraged.

"Seven regularly licensed teachers (6 group teachers and 1 administrator) are assigned to each school from 10:00 A.M. to 5:00 P.M. These "group teachers" are selected by the Director because they are good classroom teachers who have an interest in children and an understanding of a mental hygiene approach suited to culturally handicapped children.

"From the hours of 11:00 to 3:00 they develop a program with the classroom teacher through which the children receive more individual instruction." This part of the program is called "group." "The joint planning results in a program more suited to the needs of children and the arrangement gives the opportunity for both classroom and group teacher to work with a smaller group of children for at least part of a day. This has proven an effective method of the in-service training of classroom teachers both in methodology and in a deeper understanding of a mental hygiene approach suited to culturally handicapped children.

"From three to five o'clock the six group teachers conduct an afternoon recreation program incorporating group work techniques." This part of the program is called "club." "They meet with the same groups of children each afternoon for a program of varied activities related to the school day. The children are selected for the afternoon groups either because parents are working, or because the teacher or a social agency feels that they are in need of the opportunity afforded by the extra two hours of supervised play. Referrals are made because the child has a need to relate to an adult, a need to be part of a group, or a need to partake in constructive and creative activities. Ten to fifteen percent of the school population who most need this service are reached in these after-school groups. The presence of a psychiatric social worker or psychologist in the school where the school day is extended to five o'clock gives additional opportunity to reach these children and to give the teachers working with them special guidance. Children needing intensive individual service are reached by the psychiatric social worker as indicated below.

"The plan as projected calls for a psychiatric social worker or a psychologist from the Bureau of Child Guidance for each school with an office in these schools. This provides an opportunity for close contact between the teacher and the social worker or psychologist, not only to discuss children with particular problems, but to understand the dynamics of child behavior.

"An additional secretary is assigned to aid teacher in the preparation of educational material suited to the needs of the particular school and to keep necessary records for the school social worker and other phases of the program."

Origins of the Program

At the suggestion of some individuals from the Public Education Association, the All Day Neighborhood School Program was initiated in 1936 by a group of parents who wanted to offer low income children in public schools the advantages of the type of education their own children were receiving in the City and Country School, a private "progressive" school.

In that year Adele Franklin of the City and Country School agreed to initiate into the New York public schools an after-school program emphasizing a close relationship to an adult in a program that included creative activities. The aim was to give public school children a "feeling of belonging and a chance to achieve success."[1]

In The City and Country School, "home and school were a continuous environment for the child. The school stressed the importance of play and creative activities as an integral part of education, and maintained that these were a basic part of the child's day and not extra-curricular activities."[2]

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[1] Thompson, Mary, "All Day Neighborhood School Program", Childhood Education, May 1963.

[2] Mimeographed statement by ADNS "The Philosophy Behind the All Day Neighborhood School." Unless otherwise noted, all quotations are taken from this publication which was derived from Dr. Adele Franklin's doctoral dissertation.

Social growth was of major importance to the school, the "recognition of the role of interpersonal relationships in the development of the individual," his relations with adults and peers. Group work and the relations of the child to his peer group were emphasized. The sponsoring committee started with two main objectives: to make the school available for community recreation, and to apply "sound, modern educational objectives and techniques to recreational procedures."

The after-school program was also designed to "meet the child's need for love and achievement" by giving him a chance to relate closely with the adult leader in an informal group, and by offering opportunities for success not usually given in the formal classroom. It was on these founding concepts that ADNS was built.

With a staff of WPA workers, the program began. The first after-school center was in PS 170 Manhattan on 110th Street and Lexington Avenue. "In 1938 the first influx of Puerto Ricans was reaching the city and race relations between Negro, Puerto Ricans and the shrinking white population were at a boiling point."[1] One function of ADNS was to help reduce tensions.

Then the program moved to 33M in Chelsea. Because some of the children who had been doing poor schoolwork seemed to show improvement as a result of their club activities, the program was introduced into the regular day session.

In 1942, the New York Board of Education adopted the program in two schools for a three year period, on a demonstration basis. Regular teachers were used in place of WPA workers. In 1945, following Dr. J. Wayne Wrightstone's evaluation of the program, two additional schools were designated as ADNS schools, and by 1964, the program was in fourteen schools.

ADNS favors the use of the school by the community. "Frequently it helps the staff to be more aware of the community needs and reactions. Better understanding of the community carries with it the concomitant factor of better understanding of the child. It helps the school staff to be more aware of the child's life outside the classroom. The teachers see the way a child reacts to different situations. They become aware of the fact that the classroom alone is not responsible for the attitudes and reactions of the child. They begin to recognize that there are other constructive forces that can help to establish desirable patterns of behavior.

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[1] Franklin, Adele, "The History and Development of the All Day Neighborhood Schools in the New York City Public Schools", 1954 dissertation for degree of Doctor of Education in the School of Education of New York University.

The club recreation activities in the school also give children the "feeling of unity." "They see school as a part of their total life outside the home. School and recreation become identified in their minds and there is less resistance to school as an objectionable and distasteful experience." Friendly relations with adults in recreation "transfer themselves to classroom teachers".

Organization

The ADNS after-school groups give children "the space and material which they need to satisfy their normal drives for activity. In spontaneous play, children seldom form groups as large as 12 to 16, but limits of space and staff made 'club' groups of this size necessary. Leaders tried to permit the more natural grouping of three to five children within the club. The club was composed of children of the same age and after the age of ten, boys and girls were often separated since at this age, children "naturally group themselves this way." In so far as possible, children were allowed to plan their own activities. "There is no rigid pattern and no definite time schedule, but experience has shown that some general plan worked out by teacher and children together makes for greater satisfaction and assures time for varied interests throughout the week."

"Activities often develop around central themes and may continue for a considerable length of time. In one club, the children had been collecting pictures on their hobbies. One child brought in a picture of a housing project in another part of the city, with the question, 'Why can't we have such houses?' This proved to be a real interest in the group and led to trips, stories, and the construction of various kinds of model houses. This interest carried over into their work in the day school."

The club was a place for creation and recreation. On an African theme, for example, the children might sew costumes for dramatization of an African episode, or figure out the rhythms or dance steps, or paint the backdrop, or build the props -- or make a relief map, or tell African stories.

"It is inevitable that individual children should be helped to a better adjustment in these less formal surroundings where some of them try things more readily than they would in the classroom. With encouragement, they diminish their sense of failure."

The ADNS teacher is encouraged to get to know the individual child and his needs. This knowledge comes from observation of his behavior, work in small groups where the child reveals himself more than in the formal classroom, discussions with the school social worker and parents, staff conferences, and contact with the community.

To meet the child's needs, as they unfold, the ADNS teacher is encouraged to re-examine the curriculum. The teacher "cannot blindly follow a set course of study, but he must adapt the curriculum for each class." He can "no longer fall back on a standard lesson plan or defined course of study," but must create new methods and materials.

Stress is put on success in achievement: "a child who achieves success in any area has less need to indulge in asocial behavior to compensate for his sense of failure." To produce this sense of achievement, the "classroom must be a place where children are participating and planning under the stimulating guidance of the teacher."

"It is essential in the first place, that academic skills should be introduced only when children show readiness. The time formerly spent in the first year of school on the teaching of reading should be devoted to activities leading to such an experience."

Normally, each of the six ADNS teachers works with only one grade level. No ADNS teachers work with kindergarten or pre-school. These teachers work in two separate but closely related programs: the "club" program and the "group" program.

From 11:00 to 3:00 the ADNS teacher works in "group" with the classroom teacher. Though there may be five or six classes in a grade, the ADNS teacher has time to work with only two, sometimes three, of these. "Through joint planning they develop a program whereby the children receive more individual instruction and work in smaller groups." From 3:00 to 5:00 each conducts a "club" at the grade level assigned. "There is a maximum of 25 children to each club. Priority is given to children whose mothers work or who would otherwise be on the streets, and children recommended by school and guidance personnel for group work or development of special talents. Parents must register their children, and parental education is often required to obtain their cooperation. Membership in the day and club programs is not necessarily identical, but continuity with the school day is provided in several ways. The group teacher works with the same grade level in the afternoon as the day."

The club program enlists the help of volunteers from among students and adults in the neighborhood. Saturday and holiday trips are also organized by the ADNS administrator.

ADNS teachers are voluntary applicants. They are given an intensive one-week orientation by the director, and a weekly morning workshop is held for all teachers. "Through regular conferences between classroom and group teachers, and general school conferences and workshops, additional teacher-training is given to all teachers in the schools."

"The School-Community Coordinator, when present in a school, works to extend the use and influence of the school in the neighborhood, and to foster parents' interest in the school. He works with other agencies and schools in the area, and with the Community Education Division of the

Board of Education. In addition to strengthening parents' organization, ADNS works with citizens in the community who may or may not also be parents. In each school it attempts to set up a citizens committee. The committee serves several functions. "It publicizes and aids the program. In some cases it has raised funds to supplement the staff, conduct special projects, or to operate summer programs in cooperation with the Division of Community Education. Working with other community agencies, some committees organize such projects as rent clinics, health examinations, clean-up campaigns, extension of library service." The committee in each school sends two representatives to the council of the city-wide committee for monthly discussions of mutual problems.

The Saturday Children's Theater is among the activities sponsored by the Citizens Committees. Some ADNS schools are opened on Saturdays for plays, ballets, concerts, etc., at twenty-five cents admission. In 1962-63, for example, over 8,000 children attended performances.

(See Appendix for more complete summaries and illustrations of ADNS activities.)

CHAPTER 2

GOALS, METHODS, EFFECTS OF ADNS PROGRAM

Goals and Methods as Perceived by Staff[1]

To understand more about the staff-perceived goals and methods of the ADNS program, a Staff Opinion Questionnaire on goals was devised which was completed by 18 respondents, all of them ADNS administrators and headquarters staff. Respondents were asked to state briefly what they considered to be the five major general goals of the All Day Neighborhood School Program. Responses are examined in some detail here (and in greater detail in the Appendix) because of what they reveal about both the intent and method of the program.

The responses of Dr. Adele Franklin were:

"To give children an opportunity to succeed in areas other than the verbal and academic until concepts are developed and confidence in self has been established.

"To build curriculum on material meaningful to the child and gradually broaden his interests to encompass areas necessary to school success.

"To lessen the gap between home and school and community by recognizing the contribution of the parent to the total need of the community and using parent and local citizens as resources and as volunteers in the school.

"Use the childrens' leisure hours to increase the child's areas of interest and develop and broaden his skills both academic and non-academic. This also means discovery of talents and interests not revealed in school or at home.

"Help children to gain confidence in adults and to be able to work and play with adults and with his peers.

"Basically good education means an interdisciplinary approach--the skills and resources of all fields should be used in developing the full potential of the child.

"To build firm conviction in all adults dealing with these children of their innate potential for growth and development."

The largest number of responses pertained to curriculum change in the direction of "experience" with what is immediate, interesting, and meaningful to the child. All respondents mentioned a curriculum emphasis. Only two other staff members, in addition to Dr. Franklin, however stated specifically the relationship of the ADNS curriculum approach (individualized interest and experience) to school success or academic achievement. One administrator said: "Encourage the child's development academically, through a variety of approaches so that each child will be reached through his own interests and ability." Another said: "Raise academic achievement of the children; we work within the curriculum areas but try to give the children experiences within their understanding."

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[1] A more complete summary of responses to the Staff Opinion Questionnaire will be found in the Appendix.

Several mentioned the need to "start with the child where he is rather than where we think he should be", and the need to give the child meaningful experiences with his immediate environment, experiences that disadvantaged children often do not get and which will make the child more interested in learning, more curious, and better able to "concretize many of the abstract conceptions". Several mentioned developing language and vocabulary through experience. One summarized the curriculum approach this way: "constant contact with the world outside--the world is indeed their curriculum."

Other comments were: "understand environment in which they live, comparisons with others and plans to change their own if needed", encourage child to "make use of the resources of the community". One person referred to these experiences as "extra-curricular (painting, clay work, music, dramatics, cookery, block-building, trips)". One said "develop interests in the child so he can be more resourceful." Many stressed the "variety" of experiences, "activities", and approaches to learning in the ADNS program.

Three administrators referred to preparation for the future: "experiences and material to broaden the child's horizons, enable him to see a complex world into which he will fit as an adult," "develop interests in many fields so that the child's image of the world and its offering is rich, full and inviting--giving him the desire to participate in and live to his fullest capacity," "prepares child to face an adult world by helping him relate to his own world first." Experience through use of play, arts and crafts "materials" and "trips" is also frequently mentioned.

An aspect of curriculum mentioned only by Dr. Franklin and one member of the headquarters staff pertained to the "wholeness" of the curriculum, as contrasted with the usual separation into unrelated subject matter areas. One administrator described the curriculum as "child-centered rather than subject centered" and referred to the "development of the whole child and concern for his social and emotional growth as well as growth in school subjects."

Another goal mentioned by all respondents pertained to the child's improved sense of self and relations with others (peers and adults) produced by group work and play. Frequently mentioned are the words: "group", "activity", "enjoyment", "work and play", liking of peers, adults, self. Several comment on improved relations with adults in the informal group: "children, hostile to adults, learn that the teacher likes and respects them." Others said: "Because an understanding person is in authority, the child can learn the pleasure of obeying rules and limitations"; the group gives children a "feeling of security and belonging", the children "make a quicker adjustment to school environment in small groups".

Eight respondents, including Dr. Franklin, linked improved sense of self with the chances for "success" offered in ADNS. One person said that ADNS offered a "range of experiences in which the child could find some which would insure him some success, and give him status in a peer group". Another person comments that ADNS "unblocks many children's previous resistances because of failure"; other comments were: "individual develops at his own rate, thus the child experiences success and gains in self-confidence and selfteem"; "Raise child's self-image. Many of our children tend to think themselves unable to accomplish what other children take for granted is within their ability and scope."; "by not being pressured to cover areas of learning in a certain period of time the teacher can work for success."

One administrator said they encourage "healthy personality growth by acceptance of the slow learner and culturally and emotionally handicapped as well as giften and privileged."

Another subject mentioned by all respondents was the attention given by ADNS to "individuals" - the development of individual interests and abilities, opportunities given for growth at individual rates and pursuit of individual goals. Many said that the small informal group structure freed the teacher to provide individual attention to the child. Some comments were: "provide guidance for individual as a result of knowing him better and having the opportunity to meet him in a less formal situation", "help child understand and realize his own abilities and potentials", "start from the individual child's interest and need, rather than the total class", "children wanted and respected as individuals", "stress is on individual progress rather than competitiveness with others", "wholesome, friendly atmosphere on a one-to-one relationship".

A few respondents mention the physical "activity" and "movement" permitted by ADNS, which is quite unlike the formal classroom, and the release of tensions this activity allows: "activities can be handled with greater ease that release tensions", "Physical control of body, coordinated movements, release from tensions", "free and creative play release emotions and tensions". One person said that "children need time to move about, examine things, handle a variety of materials." In general, it was felt that the small group, the informality, and the freedom of movement released tensions and had a therapeutic effect on the children.

One administrator said that the "small intimate group encourages the child to express negative, hostile feelings." If this is true, then the ADNS child might be expected to show more, rather than less, hostility, at lease in the initial stages of his experience. Three people mentioned that ADNS reduced delinquency; one person thought it came about because the program keeps "children off the street from three to five and engages them in purposeful activity"; another person said the program "works with children with problems and prevents delinquency".

In addition, four people referred to the self-expression and oral expression that ADNS stimulated: "express feelings, ideas in a relaxed atmosphere", "creative self-expression by letting him seek out and choose the media and forms of expression for developing his own ideas", "many children begin to participate in class work who ordinarily would never express themselves in a large group."

Four people mentioned the creative aspect of ADNS: "to expose children to as many cultural experiences as possible and to develop their individual creatives ability through music, arts and crafts, dramatics, etc."

One person said "We teach through the method of dramatic play. We feel this is one of the most exciting and satisfying methods of learning." Three people said that the program appealed to all of the child's senses: "child learns to use sense of feel, touch and hearing. Development of listening ability is outstanding in a small group."

One administrator said that the program offered "opportunities for natural leaders to emerge, and an opportunity to exercise these abilities".

One unusual response suggested that ADNS offers "experiences that 'capture his dreams', and translate these personal worlds into terms acceptable to others."

Three people, including Dr. Franklin, mentioned the program's effect on the constructive use of leisure. Two people referred to the "service" aspect of ADNS: "responsibilities through meaningful services". Only one person made explicit reference to "human relations": "to learn the fundamentals of good human relations and to practice them".

Almost all respondents mentioned the program's influence on teachers. No responses, other than Dr. Franklin's, however, stated explicitly that the program tried to convince teachers of the children's innate potential for growth and development. No respondent explicitly mentioned potential for "learning".

One unusual response, from a headquarters staff member, said that a major goal of the program was to "provide a built-in purpose for a school" that would then affect teachers' attitudes and the curriculum.

Others said that the program: "makes teachers more aware of children and their needs", "involves teachers in home-school projects", helps teachers "broaden scope of child's over-all experiences". A number of respondents said that the flexibility of the program and the freedom to experiment with new teaching methods, as well as the regular weekly ADNS training sessions that introduced new ideas and methods, improved the quality of classroom and group teaching. One person said "the group teacher helps new teachers, works with them cooperatively" and that the "group teacher becomes a specialist for the grade, acts as a resource person for the whole grade, and gathers materials and books which she lends to other teachers."

Seven respondents mentioned ADNS's work with parents and community as a means of narrowing the gap between school and home.

Effects of the ADNS Program as Perceived by Staff

To learn more about the perceived effect of the ADNS program on children, a Staff Opinion Questionnaire on the Effects of ADNS was administered to those closest to and most knowledgeable about the program: the four members of the ADNS headquarters staff and the ADNS staff in the three schools of the study. A total of 15 of these questionnaires were completed. The checklist contained items dealing with a variety of achievement, personality, attitude, and social interaction factors. Staff members were asked to give their own appraisal of how the ADNS program actually affects children, and to check a ten-point scale on each item, ranging from "no effect" to "maximum effect."

Dr. Adele Franklin gave highest ratings to the following items:

10 points (highest rating)

- -Verbal fluency
- -Reading and language skills that are not measured by the usual tests
- -Understanding about how to play with others
- -Understanding about how to work with others
- -Confidence in themselves
- -Friendliness with other children
- -Friendliness with teachers, adults
- -General emotional health
- -Cooperation in joint efforts with classmates
- -Helping others who are hurt
- -Lessening of absenteeism
- -Ease in talking to strangers
- -Social poise
- -Creativity
- -Feelings of ease in interacting with adults
- -Feelings of ease in interacting with other children
- -Self esteem

9 points:

- -Ability to function on their own

8 points:

- -Vocabulary
- -Reading
- -Appreciation of music
- -Interest in learning from first-hand experience
- -Knowledge about their real world, the area in which they live, etc.

-Ability to perform well in school, and avoid grade failure
-General curiosity
-General level of happiness
-Good spirits, joyfulness
-Acceptance of children who are different, who act strangely
-Acceptance of children of different races or backgrounds
-Independence of others
-Initiative
-Ambition to "be somebody"
-Ambition to improve themselves in life
-Lessening of shyness
-Ambition to make their own decisions wisely
-Courage to say what they think
-Acceptance of new ideas, new ways of doing things
-Lessening of anxiousness about school
-Ethical understanding: knowledge of the "do's" and "don'ts" regarding others
-Ethical feelings: appreciation of and regard for the feelings of others

Although there were no items on which she thought the program had no effect, she raised questions about a number of items, or said there were "too many variables" or that the item "does not affect us". These items were: ability to take pencil and paper tests, desire to be better than others, desire to excel, desire to be at the top of the class, manners and politeness, care about personal appearance, desire to work hard, perseverance despite failure, sticking to a difficult job, lessening of impulsiveness, lessening of fear of injury, ability to sit still in class, ability to refrain from talking in class when it is not permitted, attention to what the teacher says, general level of attention in class, doing things in a prompt and orderly way, ability to take criticism without being hurt or discouraged, obedience, general level of interest in school, honesty (lying, cheating, stealing), general level of competitiveness, ability to tolerate delay in gratification, lessening of anxiety about taking tests or having school work evaluated.

In the total group of 15 staff members, the items perceived to be most and least affected by the program were:

Most affected	Least affected
1. Reading and language skills that are not measured by the usual tests.	1. Ability to take pencil and paper tests. -
2. Understanding about how to play with others	2. Desire to excel.

3. Creativity.

4. Interest in learning from first hand experience.

5. Knowledge about their real world, the area in which they live, etc.

6. Friendliness with teachers, adults.

7. Understanding about how to work with others.

8. Friendliness with other children.

9. Confidence in themselves.

10. Acceptance of children of different races and backgrounds.

11. Self esteem.

3. Helping others who have trouble with school work.

4. General level of attention in class.

5. Ability to refrain from talking in class when it is not permitted.

6. Spelling.

7. Desire to work hard.

8. Ability to pay attention for long stretches of time.

9. Care about personal appearance.

10. Arithmetic.

11. General level of competitiveness.

12. Desire to be better than others.

13. Perseverance despite failure.

A further listing of the effects of the ADNS program, submitted to the researchers by the ADNS staff after the first year of the study, follows:

Improvement in academic work as shown by:
- Improvement in the skill subjects
- Greater amount of work accomplished

Awakened curiosity as shown by
- Kinds and numbers of questions asked
- Books read
- Material contributed to the class
- Development of new and related interests

Greater satisfaction in work as shown by
- More effort applied to the task at hand
- An ability to see goals beyond the immediate task at hand.
- An attempt to contribute in areas of less success
- More regular school attendance

Development of initiative and resourcefulness as shown by
- Ability to work independently
- Ability to take care of supplies and equipment
- Ability to work without constant supervision
- Ability to contribute ideas and suggestions
- Ability to adapt to new situations
- Ability to occupy leisure time profitably

Improved sense of social responsibility as shown by
- Greater care of personal property
- Greater care of school property
- Greater concern for other members of the class
- Willingness to take on jobs for the class and for the school

Ability to participate in group activity as shown by
- Ability to work with other children
- Willingness to submit to the wishes of other children
- Ability to assume leadership at times
- Willingness to accept leadership from his peers

A greater sense of security as shown by
- Less aggressive behavior
- A willingness to share
- Less tension
- More relaxation
- Greater enjoyment in school activities

More socially acceptable behavior as shown by
- Less overt behavior disorder in the classroom
- Willingness to participate in class activities
- Greater willingness to accept class and school rules
- Ability to assert himself when necessary
- Ability to work with others

CHAPTER 3

RELATED RESEARCH

Three evaluation surveys have been made of the All Day Neighborhood School Program. The first two, conducted by the New York City Board of Education in 1941 and again in 1945, were empirical studies of the effects of the program on pupils, teachers and community. The third survey, which was descriptive and impressionistic, was directed by Dr. Robert MacIver. Dr. Adele Franklin, as part of her doctoral dissertation, also collected some evaluative material on the program.

1. A summary of the findings and conclusions of Dr. J. Wayne Wrightstone's research, issued in 1945, follows:

Effects Upon Pupils

"In general, the evidence from tests and controlled observations show that the pupils in the All Day Neighborhood Schools were achieving equally with matched pupils in the control schools in achievement on reading comprehension, in powers of critical thinking, in physical health as indicated by the remediation of physical defects, in emotional adjustment in the classroom, and in the development of their patterns of interests. In the control schools, the pupils had a statistically significant advantage in a test on word meaning and displayed more evidence of achievement in creative writing in the sixth year classes.

"On the other hand, pupils in the All Day Neighborhood Schools had statistically significant advantages in responsibility in work habits, freedom from tension, pupil-teacher interaction of a semi-free type and similar interpersonal relationships. In the small groups and clubs, the children in the All Day Neighborhood Schools had statistically significant advantages over the larger regular classes in pupil-teacher rapport, pupil-teacher interaction, pupil interest, and pupil enjoyment of school activities. The pupils in the All Day Neighborhood Schools displayed more evidence of achievement in painting and in their creative ability, especially in stories and poems dictated by the second-year children to their teachers."

Effects Upon Teachers

"The evidence regarding regular classroom procedures showed that both the All Day Neighborhood School and the control school teachers were using moderately modern classroom practices in the organization and administration of the curriculum. Statistically significant differences in favor of the All Day Neighborhood Schools were found in the use of educational trips and optional teacher suggestion rather than psychological coercion or mandatory orders in managing pupils in the classroom. In the All Day Neighborhood Schools, the number of service classes and the quality of their services in administering such school enterprises as the school library, penny milk, and visual instruction service were superior to such practices in the control schools.

"In the All Day Neighborhood Schools, teachers replied anonymously to a questionnaire, and the results indicated that approximately 50 per cent of them felt that they had been helped directly by the program as it affected their classroom practices in meeting the needs of individual children. More significant is the fact that 75 per cent of them thought that the program, with or without modification, should be extended to other schools, especially to schools in similar neighborhoods.

Effects Upon the Community

"A review of the participation of parents in the schools reveals that in the All Day Neighborhood Schools the parents engaged more actively in parent-teacher and parent discussion groups and sponsored a larger variety of parent activities in behalf of the school program and such community projects as consumer education and the State Emergency Food Committee.

"Parents responded anonymously to a questionnaire and the results indicated that 85 per cent of them were favorable to the All-Day Neighborhood School Program. They felt that the major contribution of the All Day Neighborhood School to them as parents was that it provided constructive and educational activities after regular school hours and improved the social adjustment of their children.

"Representatives of the community agencies located in the neighborhood of both the All Day Neighborhood Schools and the control schools were interviewed. Generally, they indicated that they had a closer coordination of their activities with the All Day Neighborhood Schools. They cooperated closely with the program and felt that the program should be extended to other schools in neighborhoods similar to those in which the present All Day Neighborhood Schools are located.

Conclusions

"In an appraisal of the effects upon pupils, teachers, parents, and community, the evidence indicates that certain desirable gains accrue from the introduction of the All Day Neighborhood School Program. Gains for pupils are most significant in the area of interpersonal relationships, and it is apparent that pupils achieve equally well in academic areas in comparison with control school pupils. Significant gains are apparent in use of community resources, parent participation and relationships with other community agencies. It is evident, also, that the attitudes of a majority of teachers, parents and representatives of community agencies are favorable to the extension of the program.

"In the light of this evidence, recognizing the factor of cost and the need for introducing the program gradually, it is recommended that the All Day Neighborhood Schools program should be extended to schools where the need for it is most urgent as rapidly as conditions permit."

2. The conclusions of the MacIver study, issued in 1959, pertain only to the role of ADNS in dealing with juvenile delinquency.[1] The summary comments were:

"New York City is facing an intensified and cumulatively difficult problem of increasing numbers of mobile, culturally impoverished children, handicapped by minority status, who are less responsive and more resistant to the aspirations and demands of the public schools system. Their behavior has challenged, puzzled, and stimulated educators to try to understand and meet their needs.

"It is from this large core, possibly 25 per cent or more of the New York City school population, that retardation, truancy, and persistent behavior problems emerge, which may erupt into juvenile delinquency. In general, the varied special programs and services created in response to the needs of these children do not provide a coordinated focus designed to help these children as well as improve their family neighborhood conditions. An effective preventive program which works with the potential problem group in the school and in the community is a crucial aspect of any over-all approach to the prevention and control of delinquency. This is an area in which the All Day Neighborhood Schools are doing pioneer work.

"ADNS had developed a multi-pronged approach directed toward reducing the symptoms of maladjustment characteristic of a significant proportion of the children in the Special Service Schools. The cooperating classes and clubs provide enriched curriculum and varied activities, the BCG workers offer emotional and social direction, the school-community coordinators stimulate and direct parent and citizen interest, while the citizens' committees attempt to marshal the neighborhood forces to reinforce the efforts of the schools. The distinctive role of citizens in the sponsorship, development, and strengthening of the ADNS program highlights the real contributions that citizens are making to the building of a stronger school system. Thus, ADNS helps bridge the gap between school and community for the betterment of both.

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[1] MacIver, Robert M., Juvenile Delinquency Evaluation Project of the City of New York, "The All-Day Neighborhood Schools", 1959.

"1. The Juvenile Delinquency Evaluation Project affirms the valuable contributions that ADNS makes to meeting the needs of children in Special Service Schools. J.D.E.P. believes that the ADNS program should be expanded but not at the cost of the full range of services required by the existing program.

"2. The Board of Education and the City of New York should take immediate steps to bring the ADNS units in all nine schools up to full strength. To do so requires that these be specific budgetary provisions for the positions of Community Relations Consultant, two Assistant Directors, and a School-Community Coordinator in each of the nine schools. There is a critical need for an over-all expansion of BCG staff to secure full service not only for each of the ADNS schools but for every school needing help. To develop an effective school guidance system, J.D.E.P. recommends the assignment of a full-time guidance counselor in each school to function as the screening and referral agent for the whole school, including ADNS as well as other special programs.

"3. In order to establish a flexible and experimental approach in ADNS, a built-in evaluation system should be provided. This can only be done if the Director has further assistance in carrying out her multiple job of administering and evaluating the program. Therefore, J.D.E.P. recommends the appointment of an Associate Director who will concentrate on continuous evaluation of all aspects of the program and on the initiation and devlopment of new approaches designed to help all children, but especially problem children, in the Special Service Schools. The current ADNS schools can be used as the testing grounds for different aspects of the program. Consideration should be given to possible means of expanding the club program through the Community Education Bureau, through greater use of student-teachers as voluntary club workers, and so forth. Further exploration is needed of the whole matter of selection, training, and assignment of group teachers -- evaluating their work with service classes and with special programs on the grade level, training them to adapt activities to different age groups and in all respects testing various types of group teacher programs. ADNS should develop its experimentation with new techniques such as play therapy for younger children and should try out other programs involving supplementary personnel to determine where these specialists can be used most successfully. Above all, ADNS needs to evaluate its work with problem children to see where its activities can be most effectively extended and whether its program is adequately reaching those children who need it most."

3. Dr. Adele Franklin, as part of her dissertation, sent out questionnaires to classroom teachers with two or more years experience in an ADNS school.

Their responses indicated belief that the program had the following effects on children:

	Improved	No Change	Poorer
Social adjustment	88%	11%	1%
Personal and emotional adjustment	86	11	1
Development of special skills (e.g. carpentry, metal work, dramatic improvisation, clay work, etc.)	92	8	
Interest and participation in various activities	88	11	
Academic work	61	39	

In addition, Dr. Franklin reports that 97 percent of those replying said that they believed the program had contributed to the school largely because of its effects on children and also because of effects on teachers and on school-neighborhood relations.

4. Small Group Theory. Also relevant are research and theory which explore the effect of small group interaction on personality and behavior. Since such research is voluminous, it must be sufficient to note two references here:

Dr. David C. McClelland, professor of psychology at Harvard University, has written extensively on the central significance of the achievement motive in the development of modern industrialized civilization. In producing strong achievement drives in a society, the nurturance of a strong "other directed" personality is required, he postulates:

"...Group play, or participation in extra-curricular activities is an important way in which children learned to be responsive to the wishes of others. If we take this insight seriously, then a new kind of teacher training becomes important especially for the primary grades where children are learning value attitudes that will guide their behavior toward others throughout their lives. The teachers should be taught the key significance of group participation not as a means to greater learning efficiency--or even to higher Need-Achievement--but as a means of developing "other-directedness" or responsiveness to peer group norms. It will be hard to get teachers in many traditional countries to understand that group play, group extra-curricular activities, group educational projects have anything to do with education, or even more with economic development, but the fact remains that getting the child to pay attention to what others think early in life through such group activities appears to be one of the foundation stones of political democracy and economic development. Attempts to increase other-directedness need not be limited to children, of course. Conferences, committees or voluntary organizations in which there is free and open group discussion appear to increase other-directedness and they are practically unknown in many of the underdeveloped countries." [1]

Slavson comments on his work in re-educating "problem" children: The children "assumed ever greater responsibilities and developed ever greater capacities to control their primitive impulses. This was done by the gradually emerging inner controls through acceptance of an identification with the adults and the group culture. The basic requirement in all education is that the adult place himself in relation to the child whereby the child accepts him and therefore accepts his social concepts and community values...

"Democracy is most effective, however, where each individual also finds greatest fulfillment. It is for this reason that we encouraged individual interests, nurtured capacities, buttressed talent, and encouraged self-expression. These, coupled with a favorable social setting and free interpersonal relations and group action, could not but yield favorable results."[2]

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[1] McClelland, David C., The Achieving Society, D. Van Nostrand Co., 1961, p. 400-401.

[2] Slavson, Samuel, Re-educating the Delinquent Through Group and Community Participation, Harpers, New York, 1954.

CHAPTER 4

SCOPE OF THE STUDY

The duration of research specified in the sub-contract between New York University and the US Office of Education covered a period of two years and ten months, beginning March 1, 1962, and ending in December, 1964. The period between March, 1962, and September of that year was to be used for preparation, planning, recruiting staff, and assembling measurements. This critical period of preparation was not available to the researchers,however, because of various unavoidable delays in contract completion. The preparation period was thus seriously foreshortened and finally began simultaneously with the beginning of the public school semester, at which time the testing was scheduled to actually begin. In addition, the duration of the research was reduced by six months, terminating at the regularly scheduled time, December 1964. This period, however, was later extended two months.

The research proposal, designed and initiated by Dr. Adele Franklin, Director of the All Day Neighborhood Schools, came to the researchers in completed form with instructions that the design be followed in detail as closely as possible.

The stated hypotheses of the research were as follows:

1. It is hypothesized that its (ADNS) effect on individual children is in the following major areas:

1.1 Increase in academic achievement as evidenced by higher grades and less retardation in reading.

1.2 Increased feeling of self and greater emotional stability as evidenced by behavior in and out of school and interest in activities in and out of school.

2. It is also hypothesized that the program has an effect on teachers both in their orientation to curriculum and to children. This, in turn, has an impact on the general climate of the school. These effects are shown by:

2.1 The difference in attitude, if any, of teachers toward children and the attitude of children toward teachers. For example, this difference might be in attitude of both administrators and of teachers toward the learning potential of the children.

2.2 Indications of teacher initiated activity directed toward changing methods and techniques, and evidence of a changing concept of their role.

3. It is further hypothesized that the program is effective in developing good parent-community relations. This might be evidenced by:

3.1 Greater parent interest and cooperation in and with the school as shown by attendance and participation in parent organizations or parent teacher associations.

3.2 Greater understanding on the part of parents of their role in community activities that are related to the improvement of the climate of their neighborhood.

Procedure

Though the research design specified that only two ADNS schools be included in the study, one with a predominantly Negro population and the other with a population of varied ethnic background, it was decided that a third ADNS school, with a predominantly Puerto Rican population, should be included to increase the numbers in the sample which, over a two year period, would be reduced by more than half by the high pupil mobility in these schools. The research, then, included three experimental schools and three control schools.

After considerable discussion with the ADNS staff and others, a change was made in the population of the study. While only third graders were included in the research design, it was found that these third graders had very limited skills with written language. For the purposes of test administration, it was decided to include fifth graders in the designated schools, as well as third graders, in order to reach children with more highly developed language skills and ability to take paper and pencil tests. The third grade was retained because the ADNS staff felt that greater change might be observed at this age.

ADNS schools were selected using the following criteria:

- The school should contain the required ethnic proportions (i.e., one should be dominantly Negro, one dominantly Puerto Rican, and one mixed ethnic)
- The ADNS program should not be new, understaffed, or otherwise abnormal, but should represent ADNS operating under more nearly optimal conditions.
- The school should not contain a Higher Horizons program.
- The neighborhood and school should be typical of those serviced by ADNS.

The control schools were selected by the district assistant superintendents on the basis of their comparability to the selected ADNS schools in quality, population composition, and services. (A full description of these six schools will be found in the appendix).

Comparability of Schools

Ethnic characteristics of students: The ethnic composition of the student bodies in the six schools of the study was as follows.

Ethnic Composition

School	Puerto Rican	Negro	Other
E_1	65%	20%	15%
C_1	74	10	17
E_2	43	28	29
C_2	56	28	16
E_3	12	87	1
C_3	20	80	-

Families on relief: As estimated by the school in 1962-63, 65% of the children in school E_1 came from families on relief; in its control school were an estimated 35%. In school E_3, 35% of the children's families were on relief, and 45% in the control school. In the ADNS school 25% were on relief, and 30% in the matching school. These were the best estimates of principals.

Public Housing: In 1962-63, only the Manhattan schools had students living in public housing. In the ADNS school an estimated two-thirds of the children lived in public housing, and in the matching school, 48%. These are principals' estimates.

Broken Homes: In the dominantly Puerto Rican schools, an estimated "over 50% of the children in the ADNS school came from broken homes, and 50% in the matching school." These are principals' estimates.

In E_3, 33% came from broken homes in the ADNS school and 40% in the matching school. In E_2, an estimated 25% of the entire school population and 90% of "child guidance" cases came from broken homes, while no estimate was given in the matching school (principal's estimates).

Major changes in the community: During the course of the research the changes in the community which principals considered significant were: ADNS school E_3: "many new residents of lower economic and cultural level". ADNS school E_1: the opening of a new housing project. Matching school E_3: "influx of 6% 'others' -- better socio-economic group."

Expected changes within the next five years, as of September 1962: In all of the schools, new housing projects were either scheduled or expected, which would improve the socio-economic composition of the neighborhoods.

Teacher index: The teacher index, which is supposed to be roughly equalized in all schools in the city, is the "percent of regular certified teachers" in the school. In 1962-63 a wide range in this index was found in the six schools, from a top of 78.8% in one experimental school (E_1) to a low of 51% in its control school. In 1963-64, the second year of the research, the indices in these two schools were almost equalized. In 1962 the "mean index" of ADNS schools was ten percent higher than control schools. In 1963-64 it was 5.5 percent higher.

Age of school: The matching schools tend to be older than the ADNS schools. Two of the control schools are new (C_3--2½ years; C_2--6 years), and the third control schools has had its main building, which is 51 years old, modernized and its new wing is two years old. One ADNS school is 39 years old. The first section of another ADNS school was built 47 years ago and the most recent 10 years ago. The third ADNS school is 13 years old.

Capacity and crowding: The capacities and enrollments of the six schools in 1963-64 were:

School	Capacity	Enrollment
E_1	1600	1340
C_1	1190	1535
E_2	950	590
C_2	1055	781
E_3	1200	1140
C_3	1209	1298

Thus, only one school, a control school, was overcrowded. This school was on triple session with a total of 30 classes on short session. One ADNS school was considerably under capacity. A second ADNS school had a double session in the first grade.

The most pressing school need: When principals were asked, "What is the most pressing need in your school?" their responses were:

E_1: (first year) Improvement of reading, language development, smaller classes. (second year) Professional help for troubled children.

C_1: (first year) Experienced teachers, enough rooms for single sessions, improvement of pupil's language arts ability (reading), cultural opportunities. (second year) Experienced teachers, space.

E_2: Experienced teachers, classes too large. (second year) experienced teachers.

C_2: Smaller classes, tutorial help, playground. (second year) Same.

E_3: Qualified, experienced teachers; additional teaching materials and more recreational facilities. (second year) More experienced teachers, more guidance and corrective reading teachers.

C_3: Underactive cooperation with school by parents. (second year) Increased supervisory and administrative help.

No unusual differences appear between ADNS and control schools. The schools with heavy Puerto Rican enrollments are concerned about language problems. In three of the schools, more experienced teachers are a priority need.

A Problem of Comparability

When this research was begun an effort was made to find experimental and control schools which were as comparable in all important characteristics as possible. After the first year of the research, however, a new After School Study Center Program was initiated in New York elementary schools, and it was learned that all three of the control schools and one of the experimental schools (E_1) were participants in this program. These After School Study Centers were opened to children from grades 2 through 6, the same grades covered by this research, and while this new program does not have the same activity and small group focus as ADNS, it does offer children an opportunity to study together on a voluntary basis and provides time and tutoring for homework. Children may make use of these centers for two hours, four days per week after school and also on Saturday for approximately three hours.

In effect, then, the study center offers slightly more time for students after school than the ADNS program. The center also is said to reach more children than the ADNS after-school club program, though the regularity of attendance is questioned in the centers. While there are approximately 150 children enrolled in ADNS programs in two of the experimental schools and about 125 in the third, enrollments in the after-school program in the three control schools were as follows: 345, 250, 408. One experimental school also has a study center enrollment of 106 which brings the total after-school enrollment in the combined ADNS and study center programs in this school to 256. This is still approximately 90 students fewer than its control school. (This does not take account of a larger total enrollment in the control school).

Recreation Programs: Though the research staff could not obtain information about after-school recreation programs from the Office of the Division of Special Services, Bureau of Community Education--either as to the location of centers, enrollments, or staff--reports from the schools indicate that the three control schools and one of the experimental schools have after-school recreation or community centers. The enrollments and staff size in these programs are unknown.

It is apparent that the programs in these after-school community centers overlap some of the work done by the ADNS club, in substance if not in method.

The presence of these two independent variables (After School Study Centers and After School Recreation or Community Centers) in the control schools--most particularly the study centers--means in effect that the ADNS program is being compared in this research with other programs of somewhat comparable purposes and scope. Indeed, the findings suggest that more children may be reached in After School Programs in the control schools than in the experimental schools, although the ratio of school personnel to the number of children affected by these programs has not been determined. Nor have the comparable costs of these programs been determined.

In addition, because of the proliferation of special programs, staff, and services in all schools (control as well as experimental), it cannot be assumed that the ADNS program adds cost and staff beyond that now available in day school programs in comparable schools. Evidence is lacking to either support or negate the assertion that ADNS services are in excess of those found in the regular day school programs of control schools.

Sample: Characteristics and Selection

In selecting a group for interviewing and more intensive measurement, it was decided to use children entering the clubs in the third and fifth grades in 1962-63. For a study covering such a relatively brief span of time, it was thought desirable to choose children who had maximum exposure during this period to the ADNS program. Because children enrolled in the ADNS after-school club are exposed to the ADNS program in a way that other children in their grades are not, and because they tend to have considerably more exposure (many of them are in group as well as club), it was decided to limit the sample to the club children. A randomized sample for interviewing would have reached many children (more than half of the total) who had no exposure to the ADNS program at all during the course of the research.

A total of 165 children in the third and fifth grade clubs were interviewed. These were matched with children in control schools using these matching criteria: ethnic group, sex, age, reading score, length of time in New York City schools. A total of 330 children were interviewed the first year.

After a heavy dropout from school, children remaining for a second interview at the end of the second year were distributed as follows:

	Experimental	Control
Third Grade	71	71
Fifth Grade	57	57
	128	128

This group will hereafter be referred to as the Sample Group.

The larger group, including all children in the third and fifth grades in all six schools will be referred to as the Total Population.

Table 1

Sample Group
Selected Characteristics

	Experimental Sample Group	Control Sample Group
Years in New York City Schools(5th grade)	5.6	5.3
Third Grade Reading Scores (5th grade)	2.6	2.7
Fifth Grade Otis Scores (5th grade)	90.0	90.5
Sex: male	63	62
Sex: female	65	66
Ethnic Group: Negro	64	61
Puerto Rican	52	56
Other	12	11
Years in New York City schools (3rd grade)	3.2	3.3
Third grade reading score (3rd grade)	2.6	2.5

Table 2
Sample Group
Other Characteristics

		Experiment Sample Group	Control Sample Group	X^2	Level of Sign.
Family Composition, Adults					
None		0	0		
Male and female		77	80		
Female only		28	29		
Male only		4	0	4.04	N.S.
Siblings:					
none		20	22		
one, same sex		13	14		
one, opposite sex		11	13		
more than one, same sex		6	8		
more than one, opposite sex		13	14		
more than one, both sexes		46	38	1.36	N.S.
Number of other people in		109	109		
dwelling unit	mean	4.5	4.1		
	S.D.	2.03	2.04	t - 1.44	N.S.

(continued)		Experimental Sample Group		Control Sample Group	X^2	Sign.
Other family composition:						
Grandparents		7		9		
Uncles or aunts		9		10		
Cousins		8		8		
In-Laws		0		0		
Nieces or nephews		3		0		
Other		1		2		
None of these		105		106	3.6	N.S.
Height	Mean	55.65"		55.95"		
Birth Order:						
Only child		14		10		
Oldest		30		29		
Youngest		38		36		
None of these		44		52	1.36	N.S.
Number of transfers		127		128		
	Mean	0.7		1.25		
	Mean Diff.		0.55			
	S.D.	1.25		1.36	t - 3.89	.001
Grade started, New York City schools		127		128		
	Mean	0.65		0.64		
	Mean Diff.		.01			
	S.D.	1.07		0.95	t - .78	N.S.
Repeated a grade						
Yes		35		30		
No		92		98	5.7	.02
Telephone in home						
Has phone		60		67		
Doesn't have phone		54		61	.002	N.S.
Number of addresses		127		125		
	Mean	1.78		2.10		
	Mean Diff.		-.32			
	S.D.	1.07		1.39	t - -1.99	.05
Vision:						
Sees well without glasses		87		78		
Sees well with glasses		8		16		
Does not see well		32		33	3.12	N.S.

(Continued)	Experimental Sample Group	Control Sample Group	X^2	Sign.
No symptoms of bad health				
No symptoms	88	81		
Symptoms	39	45	.87	N.S.
Symptoms of Physical ill health:				
None	9	15		
1-3 notations	5	7		
4-6 notations	5	2		
6 or more notations	20	14	4.36	N.S.
Symptoms of emotional disturbance				
None	16	13		
1-3 notations	6	10		
4-6 notations	5	4		
More than 6 notations	12	9	4.12	N.S.

Table 3

Selected Characteristics of the Total Population

	Experimental		Control	
	N	Percent	N	Percent
Ethnic Group: Negro	364	38.64	231	20.30
Puerto Rican	298	31.63	549	48.24
Other	85	9.03	112	9.84
Unknown	195	20.70	246	21.62
Sex: Male	471	50.00	585	51.41
Female	448	47.56	534	46.92
Unknown	23	2.44	19	1.67
Year of Birth:				
1948 or earlier	1	0.11	0	0.00
1949	6	0.64	5	0.44
1950	46	4.88	54	4.77
1951	154	16.35	173	15.20
1952	237	25.16	300	26.36
1953	124	13.16	178	15.64
1954	263	27.92	308	27.05
1955	5	0.53	3	0.26
1956 or later	0	0.00	0	0.00
Unknown	106	11.25	117	10.28

We now proceed to consider the procedures and findings of the study.

PART II

ACHIEVEMENT

CHAPTER 5

ACADEMIC AND VERBAL ACHIEVEMENT

IMPROVEMENT IN READING

Problem

The question to be answered was:

"How do experimental children compare with control children in reading as measured by a standardized achievement test?"

Procedure

The Metropolitan Reading Achievement Test is administered each year to all third and sixth grade students in New York City's elementary schools. Because it provided a useful measure of comparison and because, after reviewing standardized reading tests at these grade levels the Metropolitan Tests appeared to be more suitable than others, the decision was made to administer this reading test in the fifth grade the first year and in the fourth grade the second year. In this way, comparisons could be made with scores obtained from the regularly scheduled testing program in the third and sixth grades.

The Elementary form was used in the fourth grade and the Intermediate form in the fifth. Each of these tests contains two parts: Word Knowledge and Reading. In the Word Knowledge section on the Elementary form, for example, children are given this sample choice: "A doll is a ... fairy, toy, pupil, face." The child is asked to put an X in the box in front of one of these four words. In the Reading section, children are asked to read a "story", then answer questions about the story. The stories and questions become increasingly complex. The sample story is: "Policemen are our friends. They help us to cross the street. They keep cars moving. Sometimes they scold people, but only when the people do something wrong. Everyone should obey policemen." One question is: "How do policemen help drivers?" The child is asked to put an X in the box before one of these answers: "They keep cars moving.. They scold people. They drive cars. They wear blue suits."

Table 4

Reading Improvement, Metropolitan Achievement Test
Sample Group (Combined Fourth and Sixth Grades)

	Total N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Signif.
Experimental	112	3.415	4.196	.086	1.413	.641	NS
Control	112	3.586	4.281				

In the analysis of scores of both Sample Group and Total Population, only those pupils were included who had both pre and post scores. Pupils in the Total Population were matched (experimental and control) for equivalence of pre scores, and t tests were then applied to the post scores. The analysis measured change over a period of approximately two academic years.

Table 5

Reading Improvement, Metropolitan Achievement Test
Sample Group (Fourth Grade)

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign
Experimental	66	3.13	3.92	.21	1.22	1.42	N.S.
Control	66	2.99	3.57				

Table 6

Reading Improvement, Metropolitan Achievement Test
Sample Group (Sixth Grade)

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	46	3.82	4.59	-.01	1.622	-.054	N.S.
Control	46	4.44	5.22				

Table 7

Reading Improvement, Metropolitan Achievement Test
Total Population (Combined Fourth and Sixth Grades)
Post Score Comparisons (Matched Pre Scores)

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign
Experimental	423	4.07	-.06	1.64	-.531	N.S.
Control	423	4.13				

Table 8

Reading Improvement, Metropolitan Achievement Test
Total Population (Fourth Grade)
Post Score Comparisons (Matched Pre Scores)

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign
Experimental	202	3.34	-.03	1.26	-.24	N.S.
Control	202	3.37				

Table 9

Reading Improvement, Metropolitan Achievement Test
Total Population (Sixth Grade)
Post Score Comparisons (Matched Pre Scores)

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign
Experimental	221	4.75	-.08	1.65	-.510	N.S.
Control	221	4.83				

Conclusions

No significant differences were found in reading improvement (as measured by the Metropolitan Reading Achievement Test) during the course of the research between experimental and control children in the fourth and sixth grades.

SCHOLASTIC APTITUDE

SCHOLASTIC APTITUDE OF EXPERIMENTAL AND CONTROL PUPILS FROM THIRD TO SIXTH GRADES

Problem

The purpose of this part of the research was to determine the effect the ADNS program had on measured scholastic aptitude of the participating pupils between the third and sixth grades.

The question being asked was:

"How does scholastic aptitude of experimental students, as measured by a standardized test of intelligence, compare with that of control students?"

Procedure

Though it had been the intention of the researchers to use a non-verbal test of scholastic aptitude, after reviewing all available non-verbal tests it was decided that, for the purposes of this research, available non-verbal tests were either too difficult to administer or unsuited to the age and skills of the children to be tested. In addition, all other verbal scholastic aptitude tests used with third and sixth grade children were reviewed and all were rejected as unsuitable or not preferable to the Otis Quick-Scoring Mental Ability Tests used in New York City's public schools. In New York, the Otis Alpha is administered routinely to all third grade students, and the Otis Beta to all sixth graders. This made it necessary for the researchers to administer the tests only in the fourth and fifth years and it also provided greater comparability with the regular school testing program.

1) The Alpha Quick-Scoring Mental Ability Test, short form, requires no reading. It contains two parts, verbal and non-verbal, and 45 sets of four pictures or geometric forms. The child is asked to mark each set of pictures twice, one for the non-verbal and one for the verbal section of the test. For example, one set contains four pictures: a hammer, a saw, a chair, a pliers. On the non-verbal part, the child is asked to draw a horizontal line through the one thing that is not like the others (the chair). On the verbal section, the child is asked to draw a vertical line through the thing "we use in sawing a board" (saw). The mental age is derived from comparison to norm group scores; an "IQ" is computed from a ratio of mental age to chronological age.

2) The Beta Test, for use in grades 4-9, requires the child to read brief multiple-choice sentences and respond by filling in the appropriate box on a separate answer sheet. A sample given is "Which one of the five things below is soft? (1) glass, (2) stone, (3) cotton, (4) iron, (5) ice." The total score of correct answers is then counted and converted into an IQ score using the child's age.

In the Total Population, experimental children with both pre and post scores were matched on pre scores with control children who also had both pre and post scores, and a *t* test was applied to the post scores.

CHAPTER 6

COMPARISONS OF RELEVANT ASPECTS OF CHILD BEHAVIOR

STUDENT BEHAVIOR AS RATED BY TEACHERS

Problem

The purpose of the Teacher Checklist on student behavior was to identify critical aspects of student behavior on which experimental and control children would be compared.

Questions to be answered were:

"How do teacher ratings of experimental and control children compare in:
Reaction to frustration
Relation to work
Relation to other children
Relation to teachers."
"How have the children changed in these characteristics during the course of the research?"
"How do experimental and control children compare in:
Exemplary behavior
Compulsive conforming behavior
Aggression
Isolation
Emotional tone."

Procedure

Since teachers see more of children in the school, under a variety of circumstances, than anyone else, and are frequently called upon to observe and judge the behavior of children, the comments of teachers on critical aspects of the child's behavior were solicited. These comments were also sought as a comparison with other types of information, from pupil interviews and paper and pencil tests, of the child's behavior.

To discover the types of observations of behavior and change teachers could and do make of children's behavior, a group of teachers were asked to write several detailed anecdotal descriptions of children whose behavior had changed in certain specified categories. These descriptions were examined and observational categories were set up for a teacher's checklist of behavior.

The five categories in which teachers were asked to check observed behavior of the child were: the child's relation to (1) frustration, (2) work, (3) other children, (4) teachers, (5) the child's general emotional tone, and a sixth category of "other characteristics."

Behavior characteristics that could be checked under "reaction to frustration" were: sulks, whines, cries; physical - fights, destructive; verbal anger; angry look only, sullen; acts "nervous" (e.g., bites lip); withdraws, apathetic; blames others, waits patiently, tries again; turns to new constructive activity; exaggerated nonchalance, "who cares?"; guarded, shows little reaction.

Table 10

Otis Mental Ability Test
(Sample Group)

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign
Experimental	63	96.18	94.83	-2.05	12.50	-1.31	N.S.
Control	63	93.38	94.08				

Table 11

Otis Alpha Mental Ability Test, Fourth Grade
(Total Population) Matched Pre Scores

	Matched N	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	123	94.24		11.52		
Control	123	95.31	-1.07	12.50	-.692	N.S.

Table 12

Otis Beta Mental Ability Test, Sixth Grade
(Total Population) Matched Pre Scores

	Matched N	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	204	87.93		12.67		
Control	204	89.83	-1.90	12.93	-1.49	N.S.

Table 13

Otis Mental Ability Test, Fourth and Sixth Grades
(Total Population) Matched Pre Scores

	Matched N	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	327	90.30		13.13		
Control	327	91.89	-1.59	12.53	-1.58	N.S.

Conclusions

No significant differences were found in the performance of experimental and control students on the Otis Mental Ability Test, either in the Sample Group, or the Total Population.

ACADEMIC ACHIEVEMENT
Report Card Marks

Problem

The purpose of this part of the research was to answer the question:

"How does the performance of experimental children compare with that of control children on academic achievement marks, as obtained from school records.

Procedure

Elementary school students are marked in the following areas: social behavior, work and study habits, language arts (including reading, oral expression, written expression, spelling, handwriting), social studies, mathematics, science, health education, music, art. Since research suggests that teacher ratings are better predictors of school success than scores on standardized achievement tests, final report card marks were taken from the school records as a measure of academic achievement, as judged by teachers.

Students are given marks of Excellent, Good, Fair and Unsatisfactory. A weight of 3 was assigned to Excellent, 2 to Good, 1 to Fair, and 0 to Unsatisfactory. Mean marks were then computed for the experimental and control Sample Group, covering three school years: 1961-62, 1962-63, 1963-64.

Table 14

Academic Achievement
Report Card Marks (Sample Group)

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
MATHEMATICS							
Experimental	89	1.67	1.58	-.011	1.01	-.10	N.S.
Control	89	1.63	1.55				
SCIENCE							
Experimental	101	1.79	1.66	-.109	.871	-1.25	N.S.
Control	101	1.77	1.75				
SOCIAL STUDIES							
Experimental	102	1.84	1.76	-.049	1.15	-.04	N.S.
Control	102	1.80	1.77				
WRITTEN EXPRESSION							
Experimental	78	1.64	1.46	-.205	1.09	-1.67	N.S.
Control	78	1.54	1.56				
ORAL EXPRESSION							
Experimental	90	1.77	1.77	-.100	.995	-.95	N.S.
Control	90	1.63	1.73				

Academic Achievement
Report Card Marks (Sample Group) (cont'd.)

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
HEALTH EDUCATION							
Experimental	65	1.88	1.80	.031	.791	.32	N.S.
Control	65	1.94	1.83				
ART							
Experimental	14	2.00	1.79	-.214	1.12	-.72	N.S.
Control	14	1.57	1.57				
MUSIC							
Experimental	18	2.06	1.78	-.167	.515	-1.38	N.S.
Control	18	1.83	1.72				

Conclusions

No significant differences between experimental and control children were found in changes in student report card marks.

VERBAL SKILL AND ASPIRATION LEVEL

Problem

The question to be answered was:

"How do experimental and control children compare in verbal skill and level of aspiration as measured by performance on written themes?"

Procedure

Themes were written by sixth grade students in two experimental and two control schools on the subject: "What I would like to be when I grow up." The subject was chosen after discussions with experimental and control school teachers. Random selections were made from among these themes and those selected were analyzed for verbal skill and level of aspiration. Aspiration levels were derived from the Dictionary of Occupational Titles, Vol: 1 and 2, 2nd Ed., 1941. U.S. Employment Office.

Findings

Table 15

Verbal Skill, Written Themes

		N	Mean	Mean Diff. (E - C)	S.D.	t	Level of Sign.
Total number of words							
	Exp.	51	98	27	50.1	2.65	.01
	Contr.	45	71				
Total number, different words							
	Exp.	51	53	14	22.2	3.08	.005
	Contr.	45	39				
Total number of misspelled words*							
	Exp.	51	1.4	.1	1.68	.29	N.S.
	Contr.	45	1.3				
Total number of grammatical errors							
	Exp.	51	1.35	.51	1.33	1.89	N.S.
	Contr.	45	.84				
Total number of grammatical errors*							
	Exp.	51	1.7	.4	1.55	1.27	N.S.
	Contr.	45	1.3				
Total number of ideas							
	Exp.	51	8.7	2.8	3.21	4.268	.005
	Contr.	45	5.9				
Total number of unusual ideas							
	Exp.	51	.157	.132	.526	1.222	N.S.
	Contr.	45	.289				

*Weighted to balance differences in total number of words.

Table 16

Level of Aspiration, Student Themes

		N	Aspir. High	Aspir. Medium	Aspir. Low	Chi Square	P
Male only		56					
	Exp.	27	14	3	10	.040	N.S.
	Cont.	29	15	3	11		
Female only		67					
	Exp.	39	28	7	4	3.411	N.S.
	Cont.	28	24	4	0		
Male and Female		123					
	Exp.	66	42	10	14	.362	N.S.
	Cont.	57	39	7	11		

Conclusions

On written themes, experimental children wrote significantly more words than control children, more _different_ words, and their themes contained significantly more ideas. No significant differences were found in level of aspiration.

VERBAL FLUENCY: WORD TEST

Problem

The question to be answered was:

"How do experimental and control children compare in fluency in oral reading and in knowledge of words representing close and familiar objects?"

Procedure

A word list containing 15 items was derived from the vocabulary of the Metropolitan Reading Achievement tests administered in these grades, words being chosen for the closeness of the objects represented by the words.

These word lists were given to all fourth and sixth grade sample children to read aloud at the time of the interview. The child's reading was scored according to the child's ability to read each word. Ratings given were: "fluent," "hesitant," "not at all," and mean scores were derived.

Findings

Table 17

Verbal Fluency - Word Reading

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	126	9.37	-.13	4.4	-.33	N.S
Control	126	9.50				

Conclusions

No significant difference was found between experimental and control children in their oral reading performance.

JUNIOR HIGH SCHOOL FOLLOW-UP

Problem

The test of effectiveness of education is not only the child's performance in school but also the use made of acquired social and occupational skills in later life. The final test of education would seem to be the happiness and the personal and social productivity of the individual over his whole life span. These qualities almost defy measurement, however.

On the assumption that education is as much a preparation for what is to come as an experience with what is, a small scale exploratory junior high school follow-up study was conducted.

The question being asked was:

"Do students in junior high school who come from experimental schools perform better than students coming from control schools, as measured by report card grades?"

Procedure

Students from two elementary schools in this study (a matching experimental and control school) were followed into one junior high school and their school records were examined. No special selective factors could be found among students entering the junior high school from the experimental and control schools that would have made the two groups different.

Comparisons were made between groups on academic and behavioral variables, and t tests were used to test significance.

Findings

Table 18

Junior High School Report Card Marks for Experimental and Control Groups, September, 1961 (Seventh Grade)

	N		Mean		Mean Diff.			Level of
	E	C	E	C	(E-C)	S.D.	t	Sign.
English	15	28	75.5	71.8	3.7	7.24	1.700	N.S.
Soc. Studies	16	29	70.4	73.3	-2.9	11.83	-.774	N.S.
Math.	16	29	71.3	75.1	-3.8	9.87	-1.243	N.S.
Science	16	29	74.1	75.1	-1.0	7.61	-.456	N.S.
Foreign Lang.	-	-	-	-	-	-	-	-
Library	15	28	78.7	77.0	1.7	9.36	.602	N.S.
Gp. Guidance	15	28	79.7	79.5	0.2	8.96	.075	N.S.
Music	15	28	74.3	72.3	2.0	11.12	.595	N.S.
Art	15	26	72.0	77.1	-5.1	8.00	-1.969	N.S.
Health Ed.	-	-						
Hygiene	-	-						
Met. Achievement	16	29	6.6	6.9	-0.3	4.71	-.204	N.S.

Table 19

Junior High School Report Card Marks for Experimental and Control Groups September, 1961 (Eighth Grade)

	N		Mean		Mean Diff.			Level of
	E	C	E	C	(E-C)	S.D.	t	Sign.
English	15	28	66.0	64.8	1.2	13.19	.280	N.S.
Social Studies	16	28	69.4	73.2	-3.8	10.82	-1.134	N.S.
Math.	16	28	73.8	76.6	-2.8	10.20	- .892	N.S.
Science	16	28	68.4	73.6	-5.2	10.49	-1.559	N.S.
Foreign Lang.	-	-	-					
Library	16	28	81.9	81.3	0.6	10.95	.175	N.S.
Group Guidance	15	27	74.3	75.6	-1.3	8.75	- .437	N.S.
Music	16	27	73.8	76.1	-2.3	8.68	- .861	N.S.
Art	16	28	68.1	69.4	-1.3	15.23	- .274	N.S.
Health Ed.	5	10	74.0	78.0	-4.0	7.75	- .943	N.S.
Hygiene	5	5	71.0	74.0	-3.0	8.37	- .612	N.S.
Met. Achievement	15	26	7.4	8.0	-0.6	1.88	- .291	N.S.

Table 20

Junior High School Report Card Marks for Experimental and Control Groups September, 1962 (Seventh Grade)

	N		Mean		Mean Diff.			Level of
	E	C	E	C	(E-C)	S.D.	t	Sign.
English	31	37	79.0	75.3	3.7	9.90	1.560	N.S.
Social Studies	31	37	75.7	72.6	3.1	11.14	1.137	N.S.
Math.	31	37	74.2	72.3	1.9	10.72	.724	N.S.
Science	31	37	78.4	76.5	1.9	8.63	.905	N.S.
Foreign Lang.	5	6	67.0	68.3	-1.3	12.77	- .172	N.S.
Library	31	32	82.3	84.8	-2.5	6.48	-1.578	N.S.
Group Guidance	30	34	82.5	83.2	-0.7	8.66	- .323	N.S.
Music	30	35	78.2	77.3	0.9	8.48	.423	N.S.
Art	30	35	78.5	75.7	2.8	8.10	1.395	N.S.
Health Ed.	28	35	82.3	77.3	5.0	13.82	1.429	N.S.
Hygiene	30	35	81.3	77.7	3.6	5.86	2.483	.02
Met. Achievement	32	38	7.1	6.2	0.9	2.17	1.769	N.S.

Table 21

Junior High School Report Card Marks for Experimental and Control Groups September 1963 (Seventh Grade)

	N		Mean		Mean Diff.			Level of
	E	C	E	C	(E-C)	S.D.	t	Sign.
English	52	52	72.4	72.2	0.2	9.04	.107	N.S.
Social Studies	52	59	67.4	70.1	-2.7	10.50	1.346	N.S.
Math.	52	59	63.6	67.3	-3.7	13.27	-1.469	N.S.
Science	51	57	69.6	70.2	-0.6	13.80	- .212	N.S.
Group Guidance	51	59	77.7	75.8	1.9	7.33	1.482	N.S.
Music	50	59	74.8	74.4	0.4	10.30	.203	N.S.
Art	48	54	71.4	70.9	0.5	8.98	.281	N.S.
Health Ed.	52	59	66.5	68.9	-2.4	13.89	-.893	N.S.
Hygiene	31	34	69.7	69.3	0.4	10.10	.167	N.S.
Met. Achievement	48	52	4.8	5.2	-0.4	1.50	-1.197	N.S.

Table 22

Junior High School Report Card Marks for Experimental and Control Groups
Behavior

	Exp. N	Exp. %	Cont. N	Cont. %	Chi Square	P
Courtesy					5.43	N.S.
Outstanding	23	42.6	25	30.5	2.09	N.S.
Satisfactory	27	50.0	39	47.6	.03	N.S.
Needs Improvement and Unsatisfactory	4	7.4	18	21.9	5.08	.05
Effort					2.41	N.S.
Outstanding	15	27.3	16	19.5	1.13	N.S.
Satisfactory	33	60.0	48	58.5	.03	N.S.
Needs Improvement and Unsatisfactory	7	12.7	18	21.9	1.88	N.S.
Responsibility					3.69	N.S.
Outstanding	20	37.0	22	26.5	1.73	N.S.
Satisfactory	28	51.8	42	50.6	.02	N.S.
Needs Improvement and Unsatisfactory	6	11.1	19	22.9	3.08	N.S.
Self Control					2.52	N.S.
Outstanding	14	26.9	18	22.2	.38	N.S.
Satisfactory	25	48.1	32	39.5	.09	N.S.
Needs Improvement and Unsatisfactory	13	25.0	31	38.3	2.52	N.S.

Conclusions

Only one significant difference was found in school report card marks in a follow-up study into junior high school of students from a matching experimental and control school. In marks in hygiene, experimental students in the seventh grade in 1962 were found to have significantly better grades than control children.

On marks in behavior, experimental children had significantly fewer marks of "needs improvement" or "unsatisfactory" in "courtesy". No other significant differences in behavior marks were found.

PART III

BEHAVIOR

Characteristics that could be checked under "relationship to work" were: initiates project, follows through; does assigned work without supervision; requires guidance but makes active effort on own; works well with constant praise; follows group pattern, works when others work, not when they don't work; starts well but easily discouraged; "lazy" - shows little effort; refuses, sabotages own work; cuts up, distracts others.

Characteristics that could be checked under "relationship to other children" were: bullies, picks on others; must be first, get most attention; leads, but recognizes others; active participant in group of friends; has close ties with one or two other children; pushed around by others; hanger-on, not really accepted by others; loner; plays fair, cooperates in group rules, takes turn; helps others, shares.

Characteristics that could be checked under "relation to teacher" were: timid, afraid to speak up, very obedient; eager for approval, e.g., volunteering, competing for your interest; usually greets you with smile, makes you feel liked (open, friendly); mischievous as most children this age, but usually respects you; feels free to joke or criticize in friendly way (poised); provocative, hostile ways of getting attention; volatile, moody, loves you and hates you; withdrawn, distant.

Characteristics under "emotional tone" were: smiling, giggling; whining, crying; sullen, provocative, negativistic; withdrawn, distant; aggressive, destructive; relaxed, responsive.

"Other characteristics" were: shows off talent or product to others; destroys his productions; often has accidents (e.g., frequent bruises); speaks fluently; flexible outlook: accepts new interests, starts new activity with enjoyment; tends to repeat familiar activities, avoids new ones; shows real talent in some areas.

Instructions given to teachers:were: "The following questions deal with ways in which children in your class cope with situations common to children of their age. Your answers will help us to see these children individually, as you see them. There are no 'right' or 'wrong' answers. The object here is simply to get as accurate a picture as possible of how each child behaves in school."

On the final page, teachers were asked to rate change in these characteristics. "Some of the children you have been asked to describe here may be behaving much as they did at the beginning of the term, while others may have changed in important ways. We would like your impressions of changes that may have occurred since the beginning of the term in significant areas of the child's adjustment. Using the scale -- (1) much worse, (2) somewhat worse, (3) no change, (4) somewhat better, (5) much better -- please assign a number to each child for each category below, indicating your impression of overall change in each area."

These checklists were completed by teachers in the fourth and sixth grades in all experimental and control schools. To mask the intention of evaluating experimental children in the Sample Group a random sample of names were drawn from the class rolls and included with the names, in each class, of Sample Group children in both experimental and control schools.

Additional indices of pupil behavior were derived from these checklists: "exemplary behavior" (as, active participant in a group of friends, feels free to joke or criticize in a friendly way, etc.), "compulsive conforming behavior" (as, follows group pattern, works well when others work not when they don't), "aggression" and "isolation."

Findings

Table 23

Observations of Change in Pupil Behavior, Rated by Classroom Teachers, Comparisons of Experimental and Control Children in the Sample Group

	Critical Ratio	P
Experimental N = 80		
Control N = 80		
Reaction to frustration	1.603	.10 N.S.
Relationship to Work	.008	.92 N.S.
Relationship to Other Children	1.355	.16 N.S.
Relation to Teacher	1.904	.05
Emotional Tone	3.099	.01

Table 24

Exemplary Behavior Index (Sample Group)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	37	3.943	.540	3.52	.934	N.S.
Control	37	3.403				

Table 25

Compulsive Conformity Index (Sample Group)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	37	.838	-.081	1.20	-.41	N.S.
Control	37	.919				

Table 26

Aggression Index (Sample Group)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	37	.135	-.541	1.50	-2.19	.05.
Control	37	.676				

Table 27

Isolation Index (Sample Group)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	37	.702	.081	1.52	.32	N.S.
Control	37	.601				

Table 28

Reaction to Frustration: Teacher Checklist of Student Behavior (Sample Group)

	Experimental Percent	Control Percent	Chi Square	Level of Sign.
	29.4	39.3		
Withdrawn, nervous	22.1	14.8		
Adjustive and coping behavior	48.5	45.9		
			2.65	N.S.

Table 29

Relationship to Work: Teacher Checklist of Student Behavior (Sample Group)

	Experimental Percent	Control Percent	Chi Square	Level of Sign.
Autonomous behavior	44.9	26.3		
Dependent behavior	37.7	46.6		
Negative behavior	17.4	27.1		
			7.12	.05

Table 30

Relationship to Other Children: Teacher Checklist of Student Behavior (Sample Group)

	Experimental Percent	Control Percent	Chi Square	Level of Sign.
Active participant; close ties	52.6	33.8		
Isolate	11.5	13.0		
Aggressive, competitive	2.6	10.4		
Cooperative but not close to others	33.3	42.9		
			9.95	.02

Table 31

Relation to Teacher: Teacher Checklist of Student Behavior (Sample Group)

	Experimental Percent	Control Percent	Chi Square	Level of Sign.
Eager competitor for teacher approval	8.6	28.1		
Friendly	48.6	32.8		
Mischievous but respectful	18.6	18.8		
Aggressive or withdrawn	24.3	20.3		
			11.43	.01

Table 32

Emotional Tone: Teacher Checklist of Student Behavior (Sample Group)

	Experimental Percent	Control Percent	Chi Square	Level of Sign.
Positive, happy	77.4	56.8		
Withdrawn, sad	16.1	20.8		
Aggressive, hostile	6.5	22.4		
			9.38	.01

Table 33

Other Characteristics: Teacher Checklist of Student Behavior (Sample Group)

	Experimental		Control		Chi Square	Level of Sign.
	YES	NO	YES	NO		
Shows off talent	15	36	18	74	1.79	N.S.
Destroys his production	4	47	13	79	1.22	N.S.
Often has accidents	2	49	3	84	1.13	N.S.
Speaks fluently	19	32	20	72	3.92	.05
Shows real talent	9	42	10	82	1.29	N.S.

Conclusions

Teaching ratings of pupil behavior revealed the following:

Improvement in pupil "relation to teacher" and "emotional tone" among experimental children (Sample Group) was rated by teachers as being significantly greater than improvement among control children.

Reaction to Frustration: No significant difference.

Relation to Work: Experimental children showed more autonomy in work habits, less tendency to work only with continuing external incentives or to show negative attitudes toward work.

Relation to Other Children: Experimental children were more likely to be active members rather than passive sharers in a group and less likely to be isolates or competitors.

Relation to Teacher: Experimental children are less eager competitors for the teachers'approval and more friendly to teachers.

Emotional Tone: Experimental children are less likely to seem aggressive or hostile and more likely to seem positive and happy.

Other Characteristics: Experimental children are more likely to speak fluently. No other differences are significant.

Exemplary Behavior: No significant difference.

Compulsive Conformity: No significant difference.

Aggression Behavior: Experimental children were significantly more aggressive.

Isolation: No significant difference.

GROUP AUTONOMY

Problem

Since students in ADNS clubs and groups work in relatively small and informal groups and since they are called upon to discuss and make decisions in these small groups -- to be active rather than passive group participants -- it could be expected that experimental children would be more skilled in group process.

None of the standard school measurements or records indicate the child's performance in these areas and since paper and pencil measures could not be found to test the child's skill, it was decided that experimental situations would be set up to permit the child to exhibit these skills.

Among the effects of ADNS, as stated by Dr. Adele Franklin, that relate to the task at hand, are:

Initiative: ability to work independently, ability to work without constant supervision, ability to contribute ideas and suggestions, ability to adapt to new situations.

Awakened curiosity: kinds and numbers of questions and suggestions.

Improved sense of social responsibility as shown by: greater concern for other members of the class, willingness to take on jobs for the class and for the school.

Greater satisfaction in work as shown by: more effort applied to task at hand.

Ability to participate in group activity as shown by: ability to work with other children, willingness to submit to the wishes of other children.

More socially acceptable behavior as shown by: willingness to participate in class activities, greater willingness to accept class and school rules, ability to work with others.

Verbal fluency: kind and amount of oral expression.

Dr. J. Wayne Wrightstone has summarized the hypotheses of "newer elementary school practices". Among these hypotheses are: "Each pupil personality is inherently social in origin and character", "the true unit of educative experience is the realistic study of a problem and a cooperative creative solution", "mastery of principles and practices of intelligent living is more important than memorizing of specific facts", "a dynamic, organismal, environmental concept of learning is preferable to a mechanistic stimulus-response concept."[1]

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[1] Wrightstone, J.Wayne, Appraisal of Newer Elementary School Practices, Bureau of Publications, Teachers College, Columbia University, 1938.

It was in an effort to incorporate the essence of these hypotheses into this research that this task performance project was undertaken.

The purpose of this part of the research was to answer the questions:

"Will experimental students participate more fully and freely in a semi-supervised group problem-solving task than the controls?"
"Will experimental children be more accepting of others in the group?"
"Will experimental students be more likely to express dissenting opinions in the group and be active rather than passive?"
"Will experimental students be more cooperative and less competitive in their relations with others in the group?"
"Will one or more 'authorities' dominate the group or will the group share leadership?"
"Will the product of the experimental groups be more creative and constructive than that of the control groups?"

Procedure

After discussions with the ADNS staff and teachers, it was decided to give the children an actual task to perform. The task selected was a small group discussion of the question, "What could be done to make this school a place that children could enjoy more?" The groups were asked to discuss the question and write a theme.

A team of two observers, one keeping a protocol and the other an observer's checklist, conducted and recorded the discussions. Both observers sat outside the group, since it was discovered in the pretesting that an adult leader in the group inhibited the interchange and the natural interactions of the children.

The discussion lasted 15 minutes and the entire procedure took one hour per group.

The population employed in this study consisted of all sixth grade boys at four schools (two experimental and two control). Two matching schools were omitted because of their small size. Boys were selected in groups of five, running alphabetically through class lists, excluding those absent. Only boys were used in order to simplify the selection of subjects and control this essential variable. Discussions were conducted among 24 groups in experimental schools and 24 groups in control schools, with 120 children in each group, a total of 240 children.

The observers took five children at a time into a separate room, sat them in a circle, took their names, and introduced the task.

The protocol observer wrote down, as nearly verbatum as possible, what was said and done. The checklist observer watched the group for five minutes, then made a judgment on each child in each checklist category. Then, in the bottom section, he checked one of the sub-categories that was most characteristic of the whole group. This cycle was repeated twice.

Both process and product of group discussion and theme (related to school improvements)were amenable to analysis. Four sources are available for each group: checklist of group roles, interaction, and trends; running protocol of group interaction; theme written by group; post-ratings by children.

1. Checklist:
   (a) Time sampling: After observing group for five minutes, checker notes behavior shown for whole group by (✓) and behavior most typical of each child during that period by (✓⃝). More passive or dutiful behavior is shown by a simple check. More active assertive behavior is distinguished by a crossed check (✓̶).

   Categories of roles and group reactions were selected (a) to cover varieties of behavior shown in these groups, and (b) to break down behavior observed into units related to group cohesiveness, productivity, quality of communication, etc. Three time samples are checked off at the top of the page.

   (b) Global ratings: Following the checking of individual behavior, overall group characteristics are checked at the bottom of the page. This is repeated three times following each time period checked at the top of the page.

2. Post Ratings:
   Ten items comprise this scale, completed by each child after discussion is terminated.

3. Protocol:
   Recorder writes running account of group discussion.

4. Theme:
   Product completed by children.

The categories of observation in the group discussion were as follows:

Leadership: Leadership-acceptance; Leadership-rejection; Leadership-dissent.

Contribution: Contribution-acceptance; Contribution-ignoring; Contribution-rejection; Contribution-dissent.

Participation: Participation-positive emotion; Participation-negative acceptance; Participation-negative ignoring; Participation-negative rejection; Participation-negative dissent.

Withdrawn: Withdrawn-ignoring; Withdrawn-coaxing.

Evasion: Evasion-acceptance; Evasion-ignoring; Evasion-negative; Evasion-dissent.

Group Characteristics: Goal acceptance; Operating consensus Subgoals.
Dominant leader; Clique; Free participation.
Solidarity; Cooperation; Competition; Rivalry.
Enthusiastic; Spontaneous; Inhibited; Forced; Humor; Cluster.

Findings

A. Discussion Observations

The following table lists the categories of observation in which significant differences were found:

Table 34

Group Discussion: Categories of Observation (Total Population)

Group Characteristics	Experimental	Control	Chi Square	Level of Sign.
Dominant leader	4	24		
Clique	3	13		
Free Participation	56	32		
			26.8	.001
Solidarity	4	3		
Cooperation	54	46		
Competition	3	14		
Rivalry	5	3		
			8.37	.05
Goal acceptance	33	48		
Operating consensus	33	15		
Subgoals	5	4		
			9.79	.01

Differences of statistical significance were found in three areas in observations of Group Characteristics, and significance was approached in the fourth. The characteristics of the experimental groups that contributed to this significance were: (1) free participation of members versus a dominant leader or a splitting of the group into cliques; (2) less competition among members of the group; (3) an operating consensus about group goals rather than a complete acceptance of the goal as given by the adult leader.

Significantly more dissent was found in the experimental groups than in the control groups, as shown in the following table.

Table 35

Comparative Levels of Dissent, Experimental and Control

	Experimental	Control	Chi Square	Level of Sign.
Dissent	68	34		
No dissent	789	711	7.61	.01

B. Cohesion Questionnaire

A group cohesion questionnaire was given to all students after the group discussions to measure the response of individuals to the discussion and to the group.

The group cohesion questionnaire was composed of the following questions:

1. Did you like working with this group today? (A lot, some, not at all)
2. What about the time you were given for this - was it: (too long, just right, too short?)
3. Would you like to do it again sometime after school? (yes, maybe, no)
4. Would you like to do other things with the children in this group? (with any of them, with some of them, with none of them)
5. Would you like to have the other children in the group for friends? (all of them, some of them, none of them)
6. Did the others give you a fair chance to help in the theme? (yes, sometimes, no)
7. Do you think writing a theme this way is good? (yes, it's good; might be good; no, it's a waste of time)
8. Is it important for you to think about ways to make the school better? (yes, no, maybe)
9. Would you be proud to show this theme to your teacher? (yes, maybe, no)
10. Do you think you will tell your friends about your work in this group today? (yes, maybe, no)

A response of statistical significance was found on the sociometric item: "Would you like to do other things with children in this group?" Responses to this question appear in Table 35 .

Table 36

Responses Indicating Desire to do Other Things with Children in This Group

	Experimental	Control	Chi Square	Level of Sign.
With any of the children	83	56		
With some of the children	34	54		
With none of the children	1	7		
			15.01	.01

Comparisons of "rejection" responses (negative responses versus all other responses, appear in Table

Table 37

Total Group Cohesion, Experimental and Control

	Experimental	Control	Chi Square	Level of Sign.
Rejection responses	54	80		
Other responses	1026	1000		
			5.38	.05

Thus the experimental group was found to be significantly less rejecting of the group and the discussion than the control group.

On the item, "Would you be proud to show the theme to your teacher?", experimental affirmative responses approached significance at the .05 level.

C. Group Themes

Responses on group themes to the question: "What can be done to this school to make it a place that children could enjoy more?" were:

Physical Plant	42	16
Children's Behavior	39	33
Teachers	11	21
Administration	3	4
Activities	25	16
Lunch Food	8	4
Curriculum	29	53
Personnel (Adult)	17	12
Personnel (Children)	12	6
Equipment	47	14
Safety	14	2
TOTAL	247	181

Total responses: The total number of suggestions on written themes for changes or improvement in the school which were made by the groups were: experimental school students, 247 responses; control school students, 181 responses. Thus, the experimental children made a total of 66 more responses than control children.

Experimental children were considerably more concerned about physical plant, equipment, and safety than control children. Control children were considerably more concerned about matters relating to curriculum and teachers than experimental children. Since all suggestions have to do with improvements, it may be inferred that experimental schools (which are older schools than their controls) are most dissatisfied with plant and facilities, and control children are most dissatisfied with curriculum and teachers.

Experimental children, in considering the behavior of their schoolmates, focus primarily on unruly behavior that affects the school's appearance (throwing papers and the like), and secondarily on fighting and disputes between children. (See detail in Appendix). Control children concentrate on these same categories in reverse order. Control children make no mention of behavior that disrupts classroom (educational) routine; ADNS children do concern themselves with such behavior.

Experimental children make more responses concerning athletic facilities, time permitted for athletic activities and, in particular, many more responses for organized athletic competition (teams for inter- and intra-school competition). Totals are 52 responses mentioning athletics for experimental and 26 for control.

Control children make 14 responses requesting more homework or increased schoolwork in some subject areas; experimental children make only one such response; however, control children make five responses for decreased schoolwork and experimental children again make only one. Experimental children make fewer requests for increased recreation and play time than do control children. (Exp. 2; Cont. 8), but ADNS children made more requests for increased recreational facilities and equipment (Exp. 6, Cont. 0)

Experimental children mentioned 59 things that the children themselves could do to improve the school, and control mentioned 39.

Conclusions

In small group discussions, experimental children were more likely to participate freely rather than have a dominant leader; they were more likely to show cooperative rather than competitive behavior, to operate on a consensus rather than accept the discussion goals as their own, and they were more likely to express dissenting opinions during the discussion.

Experimental children, on a group cohesion scale, were found to be less rejecting and more accepting of others in the group. On group themes, experimental children made more responses, suggested more things that they themselves could do to make the school a place that children could enjoy more. A larger number of responses of experimental children than control children had to do with suggested improvements in physical school plant.

RELATIONS WITH PEERS

Problem

Since children in the ADNS club and group function in relatively small, informal groups, it is felt that they have an opportunity to become friendlier and more accepting of one another. Such qualities are presumably encouraged by the types of cooperative work and play activities in which the children engage and the fact that, in contrast to standard recreation programs, competition is not stressed.

For this reason a measure was sought that would indicate to what extent children accept one another. Among low income children such peer acceptance is regarded as a matter of considerable importance. It presumably helps relieve the fears and anxieties that are common in these schools, and makes school a less feared and troubled place where children can work, play, and learn together.

The question being asked was:

"How do experimental and control children compare in acceptance or rejection of one another?"

Procedure

All available measures for testing levels of peer acceptance were examined and it was decided that, for the purposes of this research, the Revised Ohio Social Acceptance Scale, Advanced Series, would be used. The Ohio Scale requires each student to rate each classmate on a five point scale: (1) very, very best friends, (2) good friends, (3) not friends but okay, (4) you don't know them, (5) you know them but are not friends and not okay to you. For the purposes of this research, the wording of item (5) was abbreviated to "not okay".

The scale was administered by the research staff to all fourth grade students in the six schools after class lists had been obtained and duplicated for all fourth grade classes.[1]

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[1] Descriptions of the test and validity analyses are reported in an article by J. Wayne Wrightstone and George Forlano in Educational and Psychological Measurement, Vol. 15, No. 2, Summer, 1955. "Measuring the Quality of Social Acceptability Within a Class."

Findings

Table 38

Peer Relations, Ohio Social Acceptance
Sample Group (Ratings Received)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	57	3.496	.368	.805	3.44	.01
Control	57	3.128				

Table 39

Peer Relations, Ohio Social Acceptance
Sample Group (Ratings Given)

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	46	3.381	.16	.906	1.20	N.S.
Control	46	3.221				

Table 40

Peer Relations, Ohio Social Acceptance
Total Population (Ratings Received)

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	381	3.2236	-.0366	6.66	.105	N.S.
Control	377	3.2602		6.84		

Table 41

Peer Relations, Ohio Social Acceptance
Total Population (Ratings Given)

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	300	3.1953	-.0671	6.83	-1.2047	N.S.
Control	290	3.2624		6.70		

A chi-square analysis was done on the distribution of scores, with the following results:

Table 42

Distribution of Scores on the Ohio Social Acceptance Scale
Total Population (Scores Given)

	Exp. N	Control N	Chi Square	Level of Sign.
Very, very best friends	379	324	.77	N.S.
Good friends	507	246	27.28	.001
Not friends, but okay	333	173	10.64	.01
Don't know them	134	122	5.86	.02
Not okay	239	223	13.64	.001
Total	1592	1088	54.10	.001

Conclusions

Experimental children received significantly higher scores on the Ohio Social Acceptance Scale in the fourth grade than did control children (Sample Group). They did not give significantly higher scores, however, as averaged for each child.

In the distribution of scores, significant differences were found on all ratings except "very, very best friends". Experimental children were significantly less likely to give classmates rejection scores ("not okay"). They showed a marked high central tendency, rating others as "good friends" or "not friends but okay". They were less likely to indicate that they did not know other children.

SOCIAL RESPONSIBILITY

Problem

The question asked in this part of the research was:

"How do experimental children compare with control children in social responsibility as measured by paper and pencil tests?"

Procedure

A modification of a scale developed by D. Harris for measuring the attitudes of social responsibility in children was administered to all fourth and sixth grade students in the six schools.[1]

The items on the Harris scale had been developed for a sample of midwestern children. From this scale 20 items were selected that were most suitable for use with the sample population, and these were supplemented by 23 additional items composed by the research staff. After pre-testing, items with very low variance were eliminated. The others were tested by determining their power of discrimination between groups of children who had been designated "responsible", "average", and "irresponsible" by their teacher. Items that showed positive discrimination at or near the .05 level of significance were retained. The remaining 15 items were subjected to a test of internal reliability or consistency.[2] The estimate of reliability so obtained was .612. The scale was pretested again among the students with satisfactory results as to validity and reliability.

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[1] Harris, D. "A Scale for Measuring Attitudes of Social Responsibility in Children, Journal of Abnormal and Social Psychology, LV (1957), 322-26.

[2] The type of reliability has been described by Guilford: J. P. Guilford, Psychometric Methods, New York: McGraw Hill, 1954, 380-83; 385.

Findings

Table 43

Social Responsibility Scale, Sample Group and Total Population

	N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Sample Group						
Experimental	88	20.09	.56	6.6	.80	N.S.
Control	88	19.53				
Total Population						
Experimental	623	19.679	-1.530	6.44	-3.0909	.01
Control	689	21.209		11.10		

Conclusions

A significant difference in favor of control children in the Total Population was found on a paper and pencil test of social responsibility.

No significant difference was found in the Sample Group.

ATTITUDES OF PUPILS TOWARD SCHOOL AND SELF
(Pupil Interviews)

Problem

The question being asked in this part of the research was:

"What differences in relevant interests and attitudes are expressed by experimental and control children in interviews before and after the period of observation?"

Procedure

Students who were enrolled in the clubs in the fall of 1962-63 were interviewed at the beginning of this academic year and the end of the next. The research design called for the use in this interview of a scale developed by Dr. Martin Deutsch but this scale was not made available for use outside the New York Medical School.

A total of 330 children in the third and fifth grades were interviewed the first year. This number was reduced by transfer of students out of school to 256 by the end of the second year. Thus, there remained in the Sample Groups 128 experimental and 128 control children.

Findings

Indices were compared from pupil responses on the separate items. The three indices were: "Enjoyment of School","Relations with Teachers" and"Cooperation with Peers".

Enjoyment of School: This index was composed of items such as the following: feelings about school, desire to go to school in the morning, things liked and disliked in school, kind of treatment received in school.

Table 44

Enjoyment of School Index
(Pupil Interview) Sample Group

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	p
Experimental	125	5.64	5.73				
Control	125	5.72	6.03	-.220	2.81	.88	NS

Relations with Teachers. This index was composed of items which revealed the child's feelings toward teachers and other school authorities on questions dealing with sources of trouble, conflict, satisfaction and dissatisfaction with school.

Table 45

Relations with Teachers
(Pupil Interview) Sample Group

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	p
Experimental	128	3.77	3.72				
Control	128	3.59	3.72	-.188	1.46	-1.44	NS

Cooperation with Peers: This index was composed of references to relations with peers on questions pertaining to feelings about school, sources of satisfaction and dissatisfaction, and attitudes toward other children.

Table 46

Cooperation with Peers
(Pupil Interview) Sample Group

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	p
Experimental	127	3.79	3.94				
Control	127	3.95	3.71	.39	1.94	2.26	.05

Responses to individual items showed the following statistically significant differences: (See Appendix)

Experimental children were less likely to mention "teachers or adults" when asked what they did not like about school.

Experimental children were less likely to mention "friends or siblings" when asked what they are most interested in.

Experimental children were less likely to respond affirmatively when asked if they have trouble with their school work.

Experimental children were more likely to mention "scholastic achievement" when asked "what is the one thing that worries you the most?"

Experimental children were less likely to mention "luxuries" when asked what they would do if their family had more money.

Experimental children were less likely to mention fears about being hurt or becoming ill when asked, "what is the one thing that worries you the most?"

Experimental children were less likely to respond affirmately when asked if they thought people"pick on you or dislike you because of your nationality or race."

Experimental children were less likely to mention activities relating to the mass media when asked what they do after school.

Conclusions

In an analysis of responsès on pupil interviews, experimental children were significantly higher in a "cooperation with peers" index. No significant differences were found in the "enjoyment of school" and "relations with teachers" indices.

(For responses to individual items, see summary above)

CURIOSITY--RESPONSIVENESS

Problem

The question to be answered was:

"How do experimental and control children compare in curiosity and responsiveness on an oral question-test?"

Procedure

Following the guidelines of similar investigations, a picture test of curiosity and responsiveness, giving children an opportunity to pose questions about a large colored action-story picture, was administered to the Sample Group at the time of the post interview.

Responses were coded and counts were made on the total number of responses, number of adequate responses (relevant to the content of the picture), number of different themes, number of unusual items, and the more probing responses that inquired into the mood of the picture and the motives suggested therein.

Findings

Table 47

Responses on a Picture Test of Curiosity--Responsiveness (Sample Group)

		N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Number of items							
	Exp.	128	5.4	-0.4	4.94	-.648	N.S.
	Cont.	128	5.8				
Number of Adequate Items	Exp.	128	5.4	-0.4	4.94	-.648	N.S.
	Cont.	128	5.8				
Number of Different Themes	Exp.	128	2.84	-0.01	*	*	N.S.*
	Cont.	128	2.85				
Number of Unusual Items	Exp.	128	1.7	-0.2	2.69	-.588	N.S.
	Cont.	128	1.9				
Number of Times the Theme of Mood is Mentioned	Exp.	128	.26	-0.04	*	*	N.S.*
	Cont.	128	.30				

		N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Number of times the Theme of Motive is Mentioned	Exp.	128	.52	0.1	.762	.149	N.S.
	Cont.	128	.42				
Number of Future Items	Exp.	128	4.1	-0.3	2.72	-.882	N.S.
	Cont.	128	4.4				
Number of Adequate Items, Future	Exp.	128	4.1	-0.3	2.72	-.882	N.S.
	Cont.	128	4.4				
Number of Unusual Items, Future	Exp.	128	1.23	-0.17	1.15	-1.18	N.S.
	Cont.	128	1.40				
Number of Different Themes, Future	Exp.	128	2.87	-0.17	1.73	-.791	N.S.
		128	3.04				

* By inspection, hence no t-value or S.D. reported

Conclusions

No significant differences were found between experimental and control children in the Sample Group on responses to a picture test of curiosity-responsiveness.

ABSENCES AND LATENESSES

Problem

The question being asked was:

"How do experimental and control children compare in attendance records?"

Procedure

The school records of Sample Group children were examined for differences in absences and latenesses between experimental and control school groups.

Findings

Table 48

Pupil Absences, 1961-62 versus 1962-63, (Sample Group)

Number of Absences		1961-62 N	%	1962-63 N	%	Percentage Diff. (E-C)
Total N	Exp.	115				
	Cont.	99				
None	Exp.	8	7.0	11	9.6	0.5%
	Cont.	4	4.0	7	7.1	
1-2	Exp.	9	7.8	14	12.2	1.7
	Cont.	4	4.0	10	10.1	
3-5	Exp.	21	18.3	24	20.9	6.5
	Cont.	13	13.1	21	21.2	
6-15	Exp.	40	34.8	39	33.9	-5.2
	Cont.	39	39.4	33	33.3	
16 or more	Exp.	37	32.2	27	23.5	-2.4
	Cont.	39	39.4	28	28.3	

Table 49

Pupil Absences, 1961-62 versus 1963-64, Sample Group

Number of Absences		1961-62 N	%	1963-64 N	%	Percent Diff. (E-C)
Total N	Exp.	81				
	Cont.	99				
None	Exp.	4	4.9	3	3.7	0.2
	Cont.	4	4.0	3	3.0	
1-2	Exp.	5	6.2	4	4.9	10.4
	Cont.	4	4.0	13	13.1	
3-5	Exp.	16	19.8	21	25.9	-4.0
	Cont.	13	13.1	15	15.2	
6-15	Exp.	27	33.3	28	34.6	-1.3
	Cont.	39	39.4	39	39.4	
16 or more	Exp.	29	35.8	25	30.9	-5.2
	Cont.	39	39.4	29	29.3	

Table 50

Pupil Latenesses, 1961-62 versus 1962-63, Sample Group

Number of Latenesses		1961-62 N	%	1962-63 N	%	Percentage Diff. (E-C)
Total	Exp.	110				
	Cont.	111				
None	Exp.	64	58.2	49	44.5	-2.0
	Cont.	59	53.5	42	37.8	
1-2	Exp.	23	20.9	26	23.6	4.5
	Cont	17	15.3	25	22.5	
3-5	Exp.	11	10.0	14	12.7	-0.9
	Cont.	17	15.3	19	17.1	
6-15	Exp.	8	7.3	18	16.4	-2.8
	Cont.	10	9.0	17	15.3	
16 or more	Exp.	4	3.6	3	2.7	0.9
	Cont.	8	7.2	8	7.2	

Table 51

Pupil Latenesses, 1961-62 versus 1963-64, Sample Group

		1961-62		1963-64		Percent
		N	%	N	%	Diff. (E-C)
Total	Exp.	76				
	Cont.	95				
None	Exp.	40	52.6	35	46.0	-8.2
	Cont.	51	53.7	37	38.9	
1-2	Exp.	16	21.0	19	25.0	5.5
	Cont.	12	12.6	21	22.1	
3-5	Exp.	11	14.5	9	11.8	-0.4
	Cont.	16	16.8	13	13.7	
6-15	Exp.	6	7.9	12	15.8	5.8
	Cont.	9	9.5	22	23.2	
16 or more	Exp.	3	3.9	1	1.3	-7.9
	Cont.	7	7.4	2.	2.1	

Conclusions

During the course of the research, the record of absences from school of experimental children in the Sample Group improved over the record of their counterparts in control schools. The record of lateness to school was mixed, with no clear pattern of change discernible.

VANDALISM

Problem

The question to be answered was:

"How do experimental and control schools compare in the amount of vandalism committed to school property?"

Procedure

Information was obtained from the Chief of School Custodians, Office of School Buildings, on three items relating to vandalism: broken windows in the school, unlawful entry, fires. Records were obtained on the six schools in the study for a period of five years.

Findings

Table 52

Acts of Vandalism, Experimental and Control Schools

School	Year	Windows Broken	Unlawful Entries	Fires
E_1	1963	256	5 ($525)	-
	1962	238	-	-
	1961	291	-	-
	1960	292	N.I.	N.I.
	1959	192	N.I.	N.I.
C_1	1963	67	-	-
	1962	56	-	-
	1961	144	2 (--)	1 (-)
	1960	334	N.I.	N.I.
	1959	409	N.I.	N.I.
E_2	1963	110	2 ($ 85.)	-
	1962	115	-	1 ($6)
	1961	73	3 ($855)	-
	1960	128	N.I.	N.I.
	1959	71	N.I.	N.I.
C_2	1963	57	1 ($300)	-
	1962	44	1 ($ 50)	-
	1961	35	-	-
	1960	82	N.I.	N.I.
	1959	280	N.I.	N.I.

N.I. -- No Information

School	Year	Windows Broken	Unlawful Entries	Fires
E_3	1963	311	4 ($1295)	-
	1962	193	-	-
	1961	217	5 ($212)	-
	1960	372	N.I.	N.I.
	1959	216	N.I.	N.I.
C_3	1963	88	2 ($ 49)	-
	1962	93	4 ($1210)	-
	1961	252	2 ($295)	-

Conclusions

More vandalism was found in experimental than in control schools. In experimental schools a yearly average of 615 windows were broken during a five year period; in control schools the average was 446. There were a total of 24 unlawful entries, with $2,972 in damage, in experimental schools and 12, with $1,904 in damage, in control schools. There was one fire during this period in experimental schools and one in control schools.

PUPIL ATTITUDE SURVEY

Problem

The question to be answered was:

"How do experimental and control children in the fourth grade compare in their appraisal of their own problems relating to self, home, school, peers, as measured by paper and pencil tests?"

Procedure

The Science Research Associates Junior Inventory was administered during the post period of the research to all fourth grade students in the six schools.

On this Inventory students are asked to check items that they regard as problems to them. Sample items to be checked are: "I want to learn how to read better," and "I wish I had more 'pep'." The four major sections of the Inventory are: "About Me and My School," "About Me and My Home," "About Myself," "Getting Along with Other People." All items were read aloud by the examiners.

Findings

The higher the total score in the following tables, the greater are the number of problems indicated by pupil responses.

Table 53

Problems Reltting to Self, Science Research Associates Sample Group

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	48	14.878	-3.46	11.50	-2.08	.05
Control	48	18.338				

Table 54

Problems Relating to Peers, Science Research Associates Sample Group

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	48	8.965	-5.29	11.23	-3.26	.01
Control	48	14.253				

Table 55

Problems Relating to School, Science Research Associates Sample Group

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	49	13.224	-6.102	11.92	-3.582	.001
Control	49	19.326				

Table 56

Problems Relating to Home, Science Research Associates Sample Group

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	50	5.90	-2.50	6.83	-2.586	.02
Control	50	8.40				

Table 57

Problems Relating to Self, Science Research Associates Total Population

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	316	17.519	-1.942	10.63	-2.4214	.05
Control	356	19.461		10.07		

Table 58

Problems Relating to Peers, Science Research Associates Total Population

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	315	11.594	-2.246	8.61	-3.0410	.01
Control	356	13.840		7.82		

Table 59

Problems Relating to School, Science Research Associates
Total Population

	Total N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	329	16.514	-1.306	10.11	-1.853	N.S.
Control	355	17.820				

Table 60

Problems Relating to Home, Science Research Associates
Total Population

	Matched N	Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	324	6.802	-1.925	4.84	-5.2168	.001
Control	355	8.727				

Conclusions

In the Sample Group, experimental fourth grade children reported significantly fewer problems in relation to self, home, school, and peers than did control children on the Science Research Associates Junior Inventory.

In the Total Population, experimental fourth grade children reported significantly fewer problems in relation to self, home, and peers than did control children. No significant differences were found in relation to school.

PERSONAL AND SOCIAL ADJUSTMENT

Problem

The question to be answered was:

"As measured by a standardized paper and pencil test, how do experimental and control students compare in personal and social adjustment?"

Procedure

Measures were sought to indicate the personal and social adjustment of students. An examination of paper and pencil measurements failed to locate anything that seemed specially suitable for students in the current study. All were either too advanced in reading level and complexity, or unrelated to the experiences of these students or the purposes of the research. The California Test of Personality was finally selected because it came closest to measuring pertinent factors in the research, and because of the relative ease with which it could be read and answered.

The test, containing 144 items, was read aloud by the examiner, item by item, to all students in the fifth grade at the beginning of the study, and all students in the sixth grade at the end of the study.

The first half of the test, "personal adjustment", includes these items: self reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms. The second half, "social adjustment", includes these items: social standards (understanding the rights of others and the necessity of subordinating certain desires to the needs of the group), social skills, anti-social tendencies, family relations, school relations, community relations. The test includes such questions as: "Do you usually keep at your work until it is done?" (Yes - No)

Findings

Table 61

Personal Adjustment, California Test of Personality

Sample Group

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	27	42.93	48.78				
Control	27	40.41	46.30	-.037	12.82	.015	N.S.

Table 62

Social Adjustment, California Test of Personality
Sample Group

	Matched N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	26	51.19	50.62				
Control	26	48.04	50.69	-3.23	12.71	1.30	N.S.

Table 63

Personal Adjustment, California Test of Personality
Total Population

	Total N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	165	44.56	47.71	1.623	8.90	1.5042	N.S.
Control	134	42.28	43.80		9.51		

Table 64

Social Adjustment, California Test of Personality
Total Population

	Total N	Pre Mean	Post Mean	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	163	49.62	51.09	3.718	8.48	3.6344	.001
Control	130	48.41	46.16		8.91		

Conclusions

Experimental school children in the Total Population were found to have gained significantly over control children in "social adjustment" as measured by the California Test of Personality. No other significant differences were found on this measurement.

SOCIAL CLIMATE OF THE CLASSROOM

Problem

The question to be answered was:

"How do experimental and control classes compare in pupil-teacher rapport and social climate?"

Procedure

Sixteen control and twelve experimental school classes were observed once by each of two observers. The observers rated the classes on a modification of the Pupil-Teacher Rapport Scale developed by J. Wayne Wrightstone, in which one of several subheadings for each of ten indices is chosen as a rating.[1]

On eight of these ten indices: quality of social interaction, pupil interest, pupil enjoyment, emotion of leader, pupil role structure, emotion of pupil group, pupil attention and learning, the subheadings formed an ordinal scale from negative to positive. For each class, the ranks on these eight indices were added and the sums for both observers were added, thus providing an aggregate pupil-rapport score for the class. A Mann-Whitney test was applied to these data.

On the remaining two indices: pupil-teacher interaction and physical tension of group, the subheadings did not form an ordinal scale, chi-square tests were applied to these data.

Findings

Table 65

Pupil-Teacher Rapport Scale, Classroom Observations

	N	Total Rankings	U Value	Level of Sign.
Experimental	12	194.5	75.5	N.S.
Control	16	211.5		

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[1] Wrightstone, J. Wayne, "Measuring the Social Climate of a Classroom", J. Ed. Res., 44:341-351, Jan., 1951.

Table 66

Pupil-Teacher Relations
Pupil-Teacher Rapport Scale, Classroom Observations

	Experimental		Control	
Teacher-Peripheral (Teacher in hands-off, laissez-faire role)	1	13	4	7
Teacher-Centered (Attention to teacher, lecture, reading)	12		13	
Teacher-pupil reciprocal (50% teacher--50% pupil interaction)	9	11	15	15
Teacher as Equal Person (Teacher as one in group of 10,20,30, etc.)	2		0	
$(X^2 = .006)$				N.S.

Table 67

Physical Tension of Group
Pupil-Teacher Rapport Scale, Classroom Observations

	Experimental		Control	
Restless (Tension as exhibited in nervous habits, keyed up, extreme restlessness)	4	12	7	14
Mildly relaxed (slight atmosphere of tension)	8		7	
Median relaxation (some normal signs of tension)	10	12	17	18
Very relaxed (physically and psychologically taking it easy)	2		1	
$(X^2 = .215)$				N.S.

Conclusions

No significant differences were found in pupil-teacher rapport and rigidity or relaxation of classroom structure, as measured by the Pupil-Teacher Rapport Scale.

CLASSROOM CONDUCT

Problem

Since the experimental program is said to affect the classroom behavior of both teachers and children, the question to be answered was:

"How do experimental and control classes compare in specific areas of observed teacher and pupil behavior?"

Procedure

The Observation Schedule and Record (OScAR), modified by D. M. Medley and H.E. Mitzel from an instrument devised by Cornell and Withall, was used for observation of teachers and pupils in regular classrooms.[1]

The OScAR requires six five-minute observation periods. During the first, third, and fifth periods, the observer records behavior under the headings (1) teacher activities, (2) pupil activities, (3) signs of emotional interaction, (4) materials used, (5) social groupings. During the second, fourth, and sixth five-minute periods, the observer records the subject being taught during the period and the number of times he perceives any of eight teacher expressive behaviors.

Three observations were made of each of 22 experimental and 22 control school classrooms.

For scoring, the items in the observation were grouped into 14 categories which were consequently subjected to statistical analysis. Examples of observed behavior in the 14 categories are:

Reaction to individual pupil needs·
Teacher works with individual pupil, T answers pupil question, T calls pupil "dear", etc., T shows affection for pupil

Pupil Social Initiative
Pupil shows affection for Teacher, P talks to group, P demonstrates or illustrates, P leads class, P talks to visitor, P volunteers help.

Classroom Freedom
Teacher talks to visitor, T leaves or enters room, T moves freely, Pupil moves freely, P rests or has snack, P leaves or enters the room P puts hands on head, etc., P plays games, P whispers, P laughs

Pupil Hostile

P shows hostility toward teacher, P shows hostility toward peers, P ignores teacher's question

Pupil Destructive
Pupil scuffles, fights, P injures material

Teacher Negative
Teacher ignores pupil question, T uses sarcasm, T yells

Expanded Pupil Activity
Pupil paints; cuts, draws, etc., P decorates room or boards, P gives skit or play, P sings or plays instrument

Pupil Monitor
Pupil cleans room or board, P passes paper, books, milk

Traditional Pupil Role
Teacher questions and Pupil answers, P reads or studies at seat, P writes or works at seat, P works at board, P whispers, P laughs

Teacher Focused
Teacher leads song or exercise or games, T lectures, T tells story, T talks to class, T illustrates at board, T illustrates at map or chart, T demonstrates, T shows film, slides, plays records

Teacher Accessory
Teacher collects and passes paper and books, T works at desk, T cleans and decorates room, T writes on or decorates board

Written Language
Pupil reads, studies at seat, P writes at seat, P reads aloud

Teacher Variety Materials
Blackboard, map, chart, pictures, slides, films, audio aid, object, special teaching aid, text, workbook, supplementary reading material, writing, handicrafts, art.

Pupil Variety Materials
Same as Teacher Variety Materials

Findings

Table 68

Classroom Observations, OScAR

		Mean	Mean Diff. (E-C)	t	Level of Sign.
Teacher Reaction to Individual Pupil Needs					
	Exp.	2.3	-0.4	-0.388	N.S.
	Cont.	2.7			
Pupil Social Initiative					
	Exp.	1.5	0.2	0.617	N.S.
	Cont.	1.3			

		Mean	Mean Diff. (E-C)	t	Level of Sign.
Classroom Freedom					
	Exp.	9.7	0.3	0.395	N.S.
	Cont.	9.4			
Pupil Hostile	Exp.	.72	0.28	1.111	N.S.
	Cont.	.44			
Pupil Destructive	Exp.	.56	0.44	2.200	.05
	Cont.	.12			
Teacher Negative	Exp.	1.1	0.3	1.282	N.S.
	Cont	0.8			
Expanded Pupil Activities					
	Exp.	.55	0.3	1.500	N.S.
	Cont.	.25			
Pupil Monitor	Exp.	.50	0.08	*	N.S.*
	Cont.	.42			
Traditional Pupil Role	Exp.	9.0	0.4	0.769	N.S.
	Cont.	8.6			
Teacher Focused	Exp.	2.1	-0.9	-2.195	.05
	Cont.	3.0			
Teacher Accessory	Exp.	.85	0.4	2.051	.05
	Cont.	.45			
Written Language	Exp.	5.4	-0.1	*	N.S.*
	Cont.	5.5			
Teacher Variety Materials					
	Exp.	1.4	-0.4	-1.951	N.S.
	Cont.	1.8			
Pupil Variety Materials					
	Exp.	1.9	0.0	0.000	N.S.
	Cont.	1.9			

* By inspection, hence no t value is given

Conclusions

In observations of classroom behavior, significantly more instances of "pupil destructive" behavior were found among experimental than among control children. Significant differences were found in teacher behavior. Significantly less "teacher focused" behavior and more "teacher accessory" behavior were observed in experimental classrooms than in control classrooms.

SOCIAL AND CLASSROOM BEHAVIOR

Problem

The question to be answered was:

"How do experimental and control children compare on marks in social behavior given to them by classroom teachers?"

Procedure

Two types of marks on school record cards for the Sample Group were analyzed: (1) a mark in "social behavior" given by classroom teachers; (2) a score on "class behavior" derived from key items pertaining to behavior, marked by the classroom teacher. The score was composed of four behavioral items: gets along well with others, carries out responsibilities, is satisfied with reasonable amount of attention, shows self control. Marks given were: "satisfactory" or "unsatisfactory".

Findings

Table 69

Social Behavior, School Records, Sample Group

	Matched N	Mean Pre	Mean Post	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	49	1.92	1.82	-.122	1.03	-.83	N.S.
Control	49	1.61	1.63				

Table 70

Class Behavior, School Records, Sample Group

	Matched N	Mean Pre	Mean Post	Mean Diff. (E-C)	S.D.	t	Level of Sign.
Experimental	80	3.45	3.50	-.100	1.05	-.85	N.S.
Control	80	3.35	3.50				

Conclusions

No significant differences between the experimental and control children were found in marks in either "social behavior" or scores in "class behavior" derived from marks given by classroom teachers.

PART IV

PARENTS AND TEACHERS

CHAPTER 7

PARENTS

A. PARENT QUESTIONNAIRE

Problem

The ADNS program, where it can and where it has adequate staff, tries to reach parents and citizens in order to narrow the gap between home and school. An effort was made in the research, therefore, to question parents, by means of a written questionnaire and personal interviews, about their estimate of the school and their children's progress.

The question being asked on the Parent Questionnaire was:

"How do parents in experimental and control schools differ in their attitudes toward school and their children?; How do parents in experimental schools feel about the ADNS program?"

Procedure

A questionnaire was sent to all parents at both grade levels. Children were asked to take the questionnaires home and have their parents fill them out, then return them to school. Though the questionnaires were unsigned, all were numbered in accordance with the class roll book so that identification could be made. Teachers were asked to check the children on returns. The questionnaire was also translated into Spanish and included, along with the English questionnaire, in the folders given out in those schools with Puerto Rican populations.

Population: In the Sample Group a total of 91 experimental school parents and 75 control school parents returned the questionnaire. In the Total Population, 487 experimental school parents and 464 control school parents returned questionnaires.

Findings

Table 71

Parent Questionnaire (Sample Group)

		Experimental	Control	P
Is your child improving in his schoolwork?				
	Very much	41	37	
	Some	45	35	
	Not at all	1	1	
	(X^2=0.40)			N.S.

		Experimental	Control	P
How much help does your child get at home with his schoolwork?	Very Much	25	15	
	Some	59	47	
	Not at all	6	14	
		(X^2 = 1.09)		N.S.
How much does your child like school?	Very Much	71	62	
	Some	17	13	
	Not at all	1	0	
		(X^2 = .061)		N.S.
How concerned do you think the teachers and the principal are about your child?	Very Much	52	37	
	Some	22	10	
	Not at all	0	1	
		(X^2 = .383)		N.S.
Does your child seem to be happy in school?	Very Much	71	59	
	Some	17	15	
	Not at all	1	2	
		(X^2 = .021)		N.S.
Does the school help the child stay out of trouble in the neighborhood?	Very Much	70	48	
	Some	9	19	
	Not at all	2	3	
		(X^2 = 5.622)		.02
How much is the school helping your child to become a better reader?	Very Much	58	52	
	Some	21	17	
	Not at all	0	3	
		(X^2 = .006)		N.S.
How much do you read aloud to your child?	Very Much	12	12	
	Some	65	48	
	Not at all	12	16	
		(X^2 = 2.09)		N.S.
Has your child become more helpful around the house because of what he learned in school?	Very Much	37	33	
	Some	36	31	
	Not at all	12	9	
		(X^2 = .122)		N.S.

		Experimental	Control	P
Has the school helped your child behave better at home?	Very much	38	36	
	Some	33	28	
	Not at all	9	6	
	$(X^2=0.36)$			N.S.
Has the school helped you to understand your child better?	Very much	40	36	
	Some	32	30	
	Not at all	5	8	
	$(X^2=0.92)$			N.S.
Has the school helped you to do more things with your child?	Very much	63	56	
	Some	1	2	
	Not at all	10	11	
	$(X^2=.07)$			N.S.
Is the school your child goes to doing anything special that ordinary schools don't usually do to help the children?	Yes	49	38	
	No	13	7	
	$(X^2= 0.45)$			N.S.
	Don't know	7	8	
	$(X^2= 1.22)$			N.S.
What special things, if any, is your child's school doing to help him or her?	Academic help (after school)	18	15	
	Academic help (no time stated)	13	14	
	Other	19	9	
	$(X^2=2.20)$			N.S.
	Don't know			
	$(X^2= 4.85)$			N.S.
Is there an after-school club program for children in your child's school?	Yes	85	51	
	No	2	9	
	Don't know	1	10	
	$(X^2= 16.53)$			.001
Is your child a member of one of these clubs?	Yes	63	25	
	No	21	38	
	$(X^2= 18.69)$			.001
What after-school club, if any, does your child belong to?	ADNS or "club"	52	3	
	Academic club	1	12	
	Other	4	9	
	$(X^2= 44.53)$			.001

		Experimental	Control	P
In your opinion, does the club help the child?	Very much	58	18	
	Some	11	6	
	Not at all	1	4	
	(X^2= 2.97)			N.S.
	Don't know	2	13	
	(X^2=22.52)			.001
Are you in any way active in the school?	Yes	14	11	
	No	64	40	
	(X^2= .083)			N.S.

Table 72

Parent Questionnaire, Total Population

		Experimental	Control	P
What special things, if any, is your child's school doing to help him or her?	Academic help (after school)	38	96	
	Academic help (time not stated)	72	42	
	Moral help	24	11	
	Creative help	40	10	
	Custodial care	6	2	
	Physical fitness	5	0	
	Sheer recreation	4	0	
	Misc.	20	6	
	Don't know	1	0	
	(X^2=71.50)			.001
Is there an after school club program for children in your school?	Yes	366	272	
	No	27	43	
	(X^2= 8.99)			.01
	Don't know	31	57	
	(X^2= 21.91)			.001
Is your child a member of one of these clubs?	Yes	100	100	
	No	284	246	
	(X^2= .76)			N.S.
In your opinion, does the club help the child?	Very much	98	95	
	Some	35	30	
	Not at all	21	27	
	(X^2= 1.20)			N.S.
	Don't know	42	74	
	(X^2= 7.96)			.05

		Experimental	Control	P
Which one of these clubs is your child a member of?	ADNS or "club"	28	3	
	Academic club	21	63	
	Recreation Center	6	7	
	Other School Gps.	31	5	
	Non-School Gps.	13	17	
	Misc.	4	0	
		(X^2= 64.36)		.006
Are you in any way active in your child's club?	Yes	15	25	
	No	232	233	
		(X^2= 2.28)		N.S.
Are you in any way active in your child's school?	Yes	77	74	
	No	279	256	
		(X^2= .63)		N.S.

		Very much N	Some N	Not at all N	Chi Square	P
Is your child improving in his schoolwork?	Exp.	196	215	13		
	Cont.	150	231	10	6.04	.05
How much help does your child get at home with his school work?	Exp.	122	289	35		
	Cont.	87	283	32	3.77	N.S.
How much does your child like school?	Exp.	345	92	8		
	Cont.	329	68	9	2.21	N.S.
How concerned do you think the teachers and the principal are about your child?	Exp.	291	101	4		
	Cont.	222	44	4	8.13	.02
Does the school help your child stay out of trouble in the neighborhood?	Exp.	284	94	35		
	Cont.	276	62	21	6.47	.05
Does your child seem to be happy in school?	Exp.	333	97	11		
	Cont.	315	78	6	2.01	N.S.
How much is the school helping your child become a better reader?	Exp.	284	129	13		
	Cont.	282	98	7	4.21	N.S.
How much do you read aloud to your child?	Exp.	81	282	80		
	Cont.	74	248	71	.08	N.S.
Has your child become more helpful around the house because of what he learned in school?	Exp.	154	176	52		
	Cont.	141	212	79	6.46	.05

		Very much N	Some N	Not at all N	Chi Square	P
Has the school helped your child behave better at home?	Exp.	203	126	37		
	Cont.	171	190	49	17.84	.001
Has the school helped you to understand your child better?	Exp.	184	186	11		
	Cont.	225	120	31	27.88	.001
Has the school helped you to do more things with your child?	Exp.	303	14	48		
	Cont.	327	5	74	8.58	.02

Conclusions

Sample Group: Parents in the experimental schools are more likely to feel that the school helps the child very much to stay out of trouble in the neighborhood. Experimental school parents are more likely to say that the school helps the child with creative activities. They are more likely to think that the after-school group their child belongs to helps them very much and less likely to feel that it helps not at all.

Total Population: Parents in experimental schools are more likely to think that their child is improving in his school work very much. They are more likely to feel that the teachers and the principal are concerned about their child some rather than very much or not at all.

Experimental school parents are more likely to say that the school helps their child stay out of trouble in the neighborhood some rather than very much or not at all. They say their child has become more helpful around the house because of what he learned in school, that the school has helped the child behave better at home. They are more likely to say that the school has helped them to understand their child better some rather than very much or not at all. They are less likely to say that the school has not helped them at all to do more things with their child. They are more likely to say that the school is helping the child with creative activities. They are more likely to say that the club their child belongs to helps him.

B. INTERVIEWS WITH PARENTS

Problem

The question to be answered was:

"How do the attitudes of parents in experimental and control schools compare in relation to children and school, as revealed in interviews?"

Procedure

Interviews were conducted with parents to gain further information about their attitudes toward school and their children. A total of 68 interviews was conducted with parents: 34 in experimental schools and 34 in control schools. Respondents were randomly selected.

Findings

Table 73

Parent Interview Responses

Question		Yes N	No N	Chi Square	P
Does your child get along better with other children because of his work in school?					
	Exp.	26	5	.013	N.S.
	Control	27	6		
Has the school helped your child in any way?					
	Exp.	31	2	.242	N.S.
	Control	30	2		
Has it helped your child in the use of his leisure time?					
	Exp.	25	5	.070	N.S.
	Control	20	6		
Does your child get along better with his family at home because of his work in school?					
	Exp.	26	3	1.084	N.S.
	Control	26	8		
Has the school helped you to understand your child better?					
	Exp.	24	8	.131	N.S.
	Control	26	7		

Table 74

Parent Interviews, After School Program

Question		Yes N	No N		Chi Square	P
Is there someone home in the afternoon when your child (children) comes home from school?						
	Exp.	29	2		0.01	N.S.
	Control	33	1			
Do you know of any after school programs at school?						
	Exp.	28	3		1.60	N.S.
	Control	24	8			
Does your child take part in these (this) programs?						
	Exp.	30	2		2.56	N.S.
	Control	22	7			
Has the program changed your child in any way?						
	Exp.	24	4		5.76	.02
	Control	4	6			
		Very Much	Other*		Chi Square	P
Does it help the children work and play with each other better?						
	Exp.	18	10		.922	N.S.
	Control	9	9			
		Very Much	Much	Other**	Chi Square	P
Do the children seem to work better with adults because of it?						
	Exp.	15	3	6	5.64	N.S.
	Control	5	7	5		
Do they seem to have more curiosity and interest in the world around them because of it?						
	Exp.	15	5	8	.405	N.S.
	Control	6	3	5		
Do they seem more interested in reading because of it?						
	Exp.	8	8	8	1.80	N.S.
	Control	9	3	6		

*Other = much, some, very little, not at all

**Other = some, very little, not at all

Parent Interviews, After School Program (cont'd.)

Question		Very Much	Much	Other	Chi Square	P
Are they more helpful at home and outside of school because of it?						
	Exp.	6	8	7	.493	N.S.
	Control	6	5	4		
Does it make your child more interested in school?						
	Exp.	13	7	4	.643	N.S.
	Control	9	7	5		
Do the children seem better behaved because of the after-school program?						
	Exp.	9	8	6	.121	N.S.
	Control	7	6	6		
Does the program help your child do better in school?						
	Exp.	8	13	8	2.47	N.S.
	Control	6	6	9		

Table 75

Parent Interviews, Rating of School

Question		Very Good	Good	All right, Poor, Very Poor	Chi Square	P
How would you rate the school?						
	Exp.	9	7	18	7.64	.05
	Control	7	16	11		

Conclusion

No significant differences were found except that control school parents gave a significantly higher rating to the school and experimental school parents, with significantly greater frequency, expressed the belief that the school had changed their children in some way.

C. INTERVIEWS WITH PARENT GROUP LEADERS

Summary of Procedure and Findings

Interviews were conducted with the parent group leaders in the six schools of the study. These parents were queried about matters relating to their organizations and the schools.

It was found that the parent groups in the ADNS schools were considerably larger than groups in control schools, that they had almost twice as many active members and engaged in more and broader-ranged activities. They also seemed more concerned about improving the school and the education given their children, and less satisfied with existing conditions.

Parent memberships in the ADNS groups totaled 1025; in the control groups 650. In ADNS there were 110 active members and in control schools there were 60. The parent leader in one of the control schools claimed that there were no active parents in the group. Parent groups in ADNS schools were larger despite the fact that total pupil enrollments in these schools were smaller than in control schools (3070 in ADNS and 3753 in control).

Parent leaders in ADNS schools reported a total of 23 school staff people in regular attendance at parent meetings; in the control schools the count was 10. When parent leaders were asked if staff people were helpful at their meetings, if they tended to talk too much, dominate, and generally encourage parent activity, these leaders all responded with generally favorable comments about the role played by school staff, and there were no differences between responses of ADNS and control school leaders. Only one parent leader, in a control school, felt that the school staff should participate more.

In response to the question: "How interested does the school seem to be in getting parents to participate?", the three leaders in control schools answered "very interested," while one of the ADNS leaders said "very interested," and two said "interested." None made unfavorable or negative comments.

In response to a request for suggestions about what the school should or should not be doing for the children or community, ADNS leaders made more suggestions (eight as compared to three for control) and the suggestions that were made covered a broader range. Two out of three parent leaders in control schools failed to mention specific things the schools could do. One of these two said, "the school does everything possible; they try." A third control school parent leader mentioned the following: smaller classes in the first, second and third grades, more corrective reading teachers, special classes for problem children. The responses of ADNS school parent leaders were as follows: One: "have an integrated school, no trouble or division"; Two, "lunch time supervision, more school support for PTA"; Three, "control discipline, better traffic control, more supplies, better and more experienced teachers, school tutoring".

Asked, "How do you think most parents in the school would rate the work of the school? (very good, good, all right, poor, very poor), one leader answered "very good" and two "good" in the control schools; and one answered "very good" and two "all right" in the ADNS schools.

As for ethnic identity of active members of parent groups, the tendency is for members of "other" ethnic groups to be disproportionately active. In two ADNS schools, this "other group dominates parent organizations (an estimated 71 percent and 64 percent of officers and members), but in the third school there were no "others". In the control schools the proportion of "others" in parent groups was lower (20 percent and 10 percent, with one leader failing to respond).

Parent group activities listed for 1963-64 were:

Experimental school (1): Appealed to traffic and police department, CORE, Borough President's office, State Senator to improve traffic situation around the school. Took part in the school boycott, showed film on sex education to fifth and sixth grades. Held a big dance for parents in the community. Had a cake sale to raise funds for Negro history project and camp.

Experimental school (2): Saturday theater. Tried to get a volunteer reading program started with parents acting as individual tutors; no support from the principal. Collected clothing for South, with the student council. Wanted more supervision for lunchroom; spoke to principal and wrote to board every two weeks; no reply and nothing done. Tried to get Puerto Rican families into PTA, find they will come to socials but not meetings (PTA dominated by upper income groups); started house visits and get-together in people's homes to bring in the Puerto Ricans but they still don't come to meetings; "until Puerto Ricans organize themselves and gain some political pressure the situation will remain the same." Sponsored a lecture on Puerto Rico -- only a few came and it turned into a civil rights meeting in support of boycott.

Experimental school (3): Cake sale, clothing drive, membership drive, class and indidual photographs taken and sold to children and parents, a tea for the principal.

Control school (1): Program for children emigrating from Puerto Rico.

Control school (2): Performed duties in the school, provided a closet of clothes for children, took care of school banking, raised money through book fairs, cake sales, raffles, concerts, journal. Discuss problems of the neighborhood at meetings, often have a social hour afterward. Planned a bazaar. Gave a luncheon in recognition of teachers.

Control school (3): Held a volunteer week (library, match workshop) and a curriculum meeting. Tried to obtain smaller classes for reading. Calls to park department and traffic bureau for park-playground and to get rid of a bad crossing. Raffle for fund raising, showing films, cake sale, book fair. Discussed boycott and Princeton plan. CORE also came down.

Responses to questions about the ADNS program by parent leaders in the three ADNS schools were:

Parent Group Leaders: Responses to Questions About ADNS

Do you know about the ADNS program?

E_1 Somewhat
E_2 Yes
E_3 Yes

What effect, if any, do you think it has on the children?

1. "It is very enriching, keeps the children off the streets, gives them many new opportunities, playing with other children. They enjoy it."
2. "Helps them to achieve higher grades in school."
3. "It's wonderful. I know. To me it is a help to the working parent; it gives the child a chance to develop interests they have in art, dancing, music, sewing, creative work."

Does it help children do better in school?

1. Much. Learning is supplemented. More attention is given; classes are smaller.
2. Much
3. Much

Does it make children more interested in school?

1. Much. They learn to work with all groups. Classes are smaller and relationships closer.
2. Much
3. Much

Does it help children work and play together better?

1. Very much
2. Much
3. Much

Do children seem better behaved because of ADNS?

1. Don't know
2. Don't know
3. Some

Do the children seem to work better with adults because of ADNS?

1. Much. They get more attention from adults. Children are interested and involved.
2. Much
3. Some

Do they seem to have more curiosity and interest in the world around them because of ADNS?

1. Very much -- smallness of groups, new horizons
2. Much
3. Much

Are they more helpful at home and outside of school because of ADNS?

1. Much. (My own children are)
2. Don't know
3. Very much

Do they seem more interested in reading because of ADNS?

1. Much
2. Some
3. Much

How do you think most parents in the school would rate the work of the school?

1. Very good. People who move away, especially, will say this.
2. All right
3. All right

Citizens Committees and the Community

ADNS employs on its central staff a community relations consultant whose job it is to supervise the community work of ADNS in the various schools.

The six main areas of the community program, as defined by the ADNS staff, are: (1) interpreting school program to the community; (2) developing school and community lay leadership; (3) improving intergroup relations; (4) enlisting community aid in solution to school problems; (5) developing community interest in educational programs; (6) keeping the school informed about community matters.

Among the tasks of the staff community consultant are:

She meets principals of all new ADNS schools and encourages them to survey the community and gather data on its characteristics, needs, resources. She helps them to call on the professional and middle class people who, in Negro ghettos especially, always reside in the area. Merchants and religious groups are called on to support school programs and participate in the ADNS Citizens Committees along with others in the community. The consultant conducts a class in human relations for ADNS teachers in which she discusses, among other things, books for children on Negro history and minority group life, and other works designed to (a) appeal to minority group children, (b) strengthen their self concept, (c) produce better inter-group relations.

Of the fourteen ADNS schools, nine have a Citizen's Committee made up of volunteers from the community. Only two schools have full-time ADNS community coordinators. This ADNS function has been to some extent taken over by the coordinators working in each district superintendent's office.

Interviews were conducted with leaders of the Citizen's Committees at the three ADNS schools to discover the scope and nature of the activities of these groups.

Two of the three chairmen either have or have had children in the school. All said they had become active in other community groups as a result of their work with ADNS in the school. Two of the groups had 35 members and the third had 50. All estimated that they had about 15 active members in their groups. None reported a change of total membership in the last five years.

Asked to describe the purpose of the ADNS Citizen's Committees, responses were:

1. "To give a relaxed atmosphere in school which results in a reduction of delinquency. The Committee provides an aid for working mothers, helps to enrich this program by funds (for milk, shoes, clothes). The summer camp is sponsored and supported by the ADNS citizen's group."
2. "For a better and more enjoyable summer for the children."
3. "We are not only for the school but also for the community. We handle community complaints and write letters. We have been involved with the police, traffic department, highway department."

One felt that the citizen's group could do things the parent group could not because "parents of slum schools haven't the education, money, connections, time, or wherewithal to do much. We have these credentials and can do much." Another leader thought the citizen's group was distinctive in that it included businessmen and others in the community and because it worked with ADNS rather than with the school.

The three chairmen expressed only strongly positive responses to the participation of the school staff in the citizen's meetings, and there was a general feeling that the school staff participates as much as it can. All said the school is "very interested" in getting citizens to participate.

Activities for 1963-64 were:

School 1: Recruit volunteers to help in arts program, raise money, visit all school activities, send out 500 letters to list of patrons to raise money. Summer camp school: Finance, pay teachers, get equipment, supply money for bus trips. Saturday plays: "We started bringing plays to school, then began trips to Broadway and museums. Saturday Theater was an outgrowth of our activity; now it is run by the city-wide ADNS council. We service 800 children each year from our school alone. We sponsor concerts for ADNS children. We helped organize other citizen groups in Brooklyn and the Bronx. We help PTA run a bazaar. We supply the school with materials when asked -- record players, radio, etc. We provide love to Puerto Rican children whose parents do not care."

School 2: A dance occupied the entire time of 1964. Made plans for movies, discussed fund raising for summer play school, cake sale, fashion show in planning. Hold Saturday Theater in the school.

School 3: Hold dance for parents, buy food to sell, have school band, hold an operetta, duscuss things the children are doing, hold meetings with community people -- assemblymen, school board members, etc. -- who keep them informed.

Responses to the question, "What motivates citizens to become involved with your group?", were:

"We people who educated our children in progressive schools feel that the Board of Education could do more with little money. We want to see kids get a full life from their school day."

"Because of their own children and concern for other children of the community."

"Some people get involved because they want their children to get into the ADNS program. Some seem to just enjoy the meetings. Some citizens do it to help their business."

The three leaders reported that much of the time of their groups is devoted to money raising. One group raises $5,000 each year for the schools; another group raised $200. for school cots. All agree that the school gives all the information asked for and that ADNS and the school make parents and citizens feel very welcome. Two said that parents do not participate enough in school activities; one said they do. Asked why parents do not participate more, one said, "I haven't the slightest idea," and one said, "It's the language problem and working parents. We would like to pick up and move to a white neighborhood. We have been extending our activity to another school. To get parents to participate the school should find a job for each parent within his ability, promote the person's ego, make him feel important, give him a specific job. We try to make our gatherings pleasant, provide a social occasion, provide lunch, laughs, tea."

Two said they thought the achievement of children in the school was lower than in other areas (as, suburban); one said she didn't know how the children achieved in relation to others. Asked why many children in their school have trouble learning, responses were:

School 1: "Responsibility lies primarily with the home and the culture. The schools, of course, are overcrowded and under-staffed. It is not the children's fault."

School 2: "Children are not responsible. The home is responsible for a lack of discipline. The school does not back up discipline. Teachers tell you they spend half of their time getting children to be orderly. Lack of discipline is the big problem.

School 3: "The school is not responsible. The fault lies with parents because they do not insist their children speak English. Children self-segregate and that's wrong. They should stop and always speak English."

Asked what the home could do to improve the achievement of children in the school, one said, "They could send children to school with a breakfast and with their hair combed." Another said, "Work more closely with the teachers, check children's discipline." Another said, "Puerto Rican parents should see that children come to school dressed properly. They are a proud people and won't accept clothing; they should speak English all the time."

Asked what the school could do to improve the achievement of children, responses were: (1) Smaller classes, graded primary, reading readiness strengthened, fifficult children placed in small groups; (2) Work with the parents on discipline; (3) The school is doing its best. Our problem lies with the parents not the children. The Puerto Ricans are given the same opportunity as others.

Two of the three said there is a group of people in the area that expresses dissatisfaction with the school. All felt that adequate communication exists between school and other agencies in the community.

Asked to rate the work of ADNS on a scale (don't know, very much, much, some, very little, not at all), responses were:

Does ADNS help the children to do better in school?: "Very much" (1); "Much" (2)

Does it make the children more interested in school?: "Very much" (1); "Much" (1); "Some" (1)

Does it help the children to work and play together better?: "Very much" (1); "Much" (2).

Do children seem better behaved because of ADNS: "Very much" (1); "Very little" (1); "Not at all" (1).

Do the children seem to work better with adults because of ADNS?: "Very much" (1); "Much" (1); "Some" (1)

Do they seem to have more curiosity and interest in the world around them because of ADNS?: "Very much" (1); "Much" (2)

Are they more helpful at home and outside school because of ADNS?: "Some" (1); "Don't know" (2)

Do they seem more interested in reading because of ADNS?: "Much" (1); "Don't know" (2)

CHAPTER 8

TEACHERS

A. TEACHER ATTITUDE SURVEY

Problem

The ADNS program has, as one of its major purposes, influencing the attitudes of teachers about children and teaching. The question to be answered was:

"How do experimental and control teachers compare in attitudes toward children and teaching?"

Procedure

Questionnaires were distributed to all teachers in the six schools. A total of 181 were distributed and a total of 97 were completed and returned, 54 percent of the total. Of these, 46 were returned from experimental schools and 51 from control schools.

Returns from the experimental schools were subdivided into three separate categories for purposes of analysis.

Category	N
Group teachers(ADNS)	10
Cooperating teachers (current)	12
Other teachers in ADNS schools	24
	46

Attitudes of four groups of teachers were compared: group teachers, cooperating classroom teachers (current), other teachers in ADNS schools, and teachers in control schools.

Findings

1. Philosophy of Education

Significant differences were found among responses (.01 level). Group teachers emphasize child's understanding, awareness, awakening creative ability, as well as teacher understandings, attitudes, and helping of child. Club teachers are less concerned with "character,values, love of God and country." In this they are like other teachers in ADNS schools, but unlike control teachers who stress character and values.

2. Scales of Attitudes Toward Teaching and Children.

A series of eight-point scale items on which teachers indicated their feelings _before_ they started teaching and their feelings _now_ yielded these results:

Boring - stimulating. Significant decline (.01 level) in all groups, except group teachers, in the amount of stimulation derived from teaching.

Children hostile - friendly to each other. No significant differences in changes of the groups' views toward friendliness of children. All groups showed a significant decrease in their view of the children's friendliness. Group teachers tended to view children as somewhat more friendly than did the other groups.

Administrators viewed as hostile - friendly. Significant decline of all groups in their view of the friendliness of administrators. Greatest decline found among group teachers.

Feelings about whether slow learners can become bright with the proper methods. Significant decline (.01 level) among control school teachers in belief that slow learners can become bright. No significant decline in any of the groups in ADNS schools. Least decline among group teachers.

View of work as being white collar - professional. No significant differences. General decline in view of work as being professional.

Interest in subject matter versus child and his development as a person. No significant differences. All groups became more interested in child development than in subject matter.

3. Other Attitudes Toward Teaching and Children:

Drawbacks of teaching in this kind of community. No significant differences. ADNS teachers tended to see more drawbacks in administrative respects; i.e., turnover of children and teachers, inadequate school facilities, school policy. Non-ADNS teachers tended to see more drawbacks in children's attitudes toward teachers and school and discipline.

Major satisfactions in teaching in this kind of community. No significant differences. Emphasis in all groups on helping the child.

Belief that, with the proper methods, the children in these schools might be raised to the level of children in the typical suburban school. Significant difference (.01 level) in responses of ADNS and control teachers. ADNS teachers are more optimistic about the possibility of raising children to the level of those in other schools.

Judgment as to contribution of society, family background, heredity, and school to child's achievement, conduct, adjustment, cultural awareness. Significant differences (.01 level) in belief that school contributed to academic achievement. ADNS teachers were more likely than control teachers to think that school was more responsible than other factors for achievement.

Teachers' estimates of the percentages of children with these attitudes.

Respect for teachers	N.S.
Affection for teachers	N.S.
Desire to learn more	N.S.
Desire to become good adult citizens	(.05)--ADNS has higher estimate.
Desire to do well in school	N.S.
A real sense of moral and ethical feelings	N.S.
A desire to behave well in school	N.S.

ADNS teachers are significantly more likely to judge children as desiring to become good citizens. They also tend to judge children more favorably than control teachers.

Willingness to continue to teach in this kind of community. No significant differences among groups.

4. Opinions given by teachers in ADNS schools about ADNS teachers.

Median Opinions
(Possible responses: agree strongly, agree somewhat, neutral, disagree somewhat, disagree strongly)

	Group Teachers	Cooperating Teachers	Classroom Teachers
Too theoretical	disagree strongly	disagree somewhat	disagree somewhat
Help regular teachers	agree strongly	neutral	neutral
Well trained	agree strongly	agree somewhat	agree somewhat
"Superior" attitude	disagree strongly	disagree strongly	disagree strongly
Think too well of themselves	disagree strongly	disagree strongly	neutral
Dedicated	agree strongly	agree strongly	agree somewhat
Work harder than others	neutral	disagree somewhat	Disagree somewhat

(Continued)	Group Teachers	Cooperating Teachers	Classroom Teachers
Bring ideas	Agree strongly	Agree somewhat	Neutral
Kinder than others	Neutral	Neutral	Disagree somewhat
Easier to get along with	Neutral	Neutral	Neutral
Effective disciplinarians	Agree somewhat	Disagree somewhat	Disagree somewhat

Table 76

Classroom Teacher Judgment of the ADNS Program

	Very Much N %	Much N %	Somewhat N %	Very Little N %	Not at All N %
ADNS stimulates interest in classroom subject matter:					
Group and coop. tchrs.	7 (38.9)	4 (22.2)	3 (16.7)	4 (22.2)	-
Classroom tchrs.	-	7 (31.8)	9 (40.9)	5 (22.7)	1 (4.5)
Stimulates general interest in knowledge					
Group and coop. tchrs.	6 (33.3)	4 (22.2)	5 (27.8)	2 (11.1)	1 (5.6)
Classroom tchrs.	2 (18.2)	6 (54.5)	10(90.9)	3 (27.3)	-
Makes school work more pleasant and less fearful for the children					
Group and coop. tchrs.	8 (44.4)	3 (16.7)	4 (22.2)	3 (16.7)	-
Classroom tchrs.	5 (22.7)	6 (27.3)	9 (40.9)	2 (9.1)	-
Helps regular teachers in working with the children					
Group and coop. tchrs.	7 (41.2)	7 (41.2)	3 (17.6)	-	-
Classroom tchrs.	2 (9.5)	8 (38.1)	10 (47.6)	1 (4.8)	-
Helps regular teachers in their rapport with the children					
Group and coop. tchrs.	3 (16.7)	5 (27.8)	4 (22.2)	3 (16.7)	3 (16.7)
Classroom tchrs.	1 (4.5)	4 (18.2)	9 (40.9)	6 (27.3)	2 (9.1)
Helps in dealing with special problem children					
Group and coop. tchrs.	2 (15.4)	5 (38.5)	4 (30.8)	1 (7.7)	1 (7.7)
Classroom teachers	3 (14.3)	1 (4.8)	10 (47.6)	4 (19.0)	3 (14.3)
Improves children's performance in subjects taught by regular teachers					
Group and coop. tchrs.	3 (16.7)	7 (38.9)	5 (27.8)	3 (16.7)	-
Classroom tchrs.	2 (10.5)	1 (5.3)	10 (52.6)	6 (31.6)	-
Improves conduct of children					
Group and coop. tchrs.	1 (5.9)	6 (35.3)	3 (17.6)	6 (35.3)	1 (5.9)
Classroom tchrs.	3 (13.6)	1 (4.5)	8 (36.4)	6 (27.3)	4 (18.2)

(Continued)	Very Much N %	Much N %	Somewhat N %	Very Little N %	Not at All N %
Improves emotional and personality adjustment of children					
Group and coop. tchrs.	1 (5.6)	4 (22.2)	4 (22.2)	8 (44.4)	1 (5.6)
Classroom tchrs.	3 (13.6)	4 (18.2)	10 (45.5)	3 (13.6)	2 (9.1)
Helps children to work and play better together					
Group and coop. tchrs.	2 (11.8)	9 (52.9)	5 (29.4)	1 (5.9)	-
Classroom tchrs.	4 (19.0)	7 (33.3)	7 (33.3)	3 (14.3)	-
Helps children to be more fluent in their speech and writing					
Group and coop. tchrs.	4 (21.0)	6 (31.9)	8 (42.1)	1 (5.3)	-
Classroom tchrs.	2 (10.0)	4 (20.0)	10 (50.0)	3 (15.0)	1 (5.0)
Helps them to be more creative and imaginative individuals					
Group and coop. tchrs.	6 (35.3)	4 (23.5)	7 (41.2)	-	-
Classroom tchrs.	4 (19.0)	10 (47.6)	6 (28.6)	1 (4.8)	-

Conclusions

In a teacher attitude survey, completed by 97 teachers in six schools, it was found that:

Group teachers in particular but also other teachers in experimental schools emphasize values relating to child's awareness, understanding and awakening creative ability. Control teachers emphasize "character, values, love of God and country."

Group teachers, unlike others, do not feel they have declined since they began teaching in the amount of stimulation they derive from their work.

A significant decline was found among control teachers in the belief that slow learners can become bright. No significant decline was found in teachers in experimental schools and the least decline was found among group teachers. Similarly, a significant difference was found in the belief that, with the proper methods, the children in these schools might be raised to the level of children in the typical suburban school. Experimental school teachers were significantly more optimistic about raising the levels of children to those found in other schools.

Experimental school teachers were significantly more likely than control school teachers to think that schools are more responsible than other factors (society, family background, heredity) for the child's achievement.

Experimental school teachers were significantly more likely than control teachers to judge children as desirous of becoming good citizens.

ADNS group teachers tended to have more favorable opinions of their own work and attitudes than did cooperating or classroom teachers, though cooperating teachers were in closer agreement. Group and cooperating teachers combined gave higher ratings than classroom teachers.

B. TEACHER QUESTIONNAIRE ON ADNS

Problem

One of the goals of ADNS is to work with and influence classroom teachers. The ADNS teacher, through weekly workshops, conferences, and staff discussions is presumably informed of the latest educational methods and ideas which may then be transmitted to some of the inexperienced classroom teachers who work in schools in disadvantaged areas.

The question to be answered here was:

"How do regular classroom teachers in ADNS schools evaluate the ADNS program?"

Procedure

A total of 591 questionnaires was sent out to all classroom teachers in all the schools in which the ADNS program operates, and 299 were returned completed. An unknown but presumably large number of non-respondents were teachers who had not worked with the ADNS program directly and therefore felt unable to respond.

Findings[1]

1. In response to the question, "Do you feel that working with the ADNS teacher has helped you...very much, much, some, very little, not at all...1. in your professional growth? 2. in teaching academic skills and subject matter? 3. in broadening your general program? 4. in your understanding of your children?":

50 percent of classroom teachers said that the ADNS teacher had helped them very much or much in at least one of four major categories. At the same time, 5.6 percent of respondents said that ADNS had helped them not at all in these four areas.

The area of greatest impact was "broadening the general program", about which 42.4 percent of teachers said they had benefited either very much or much. Of the four categories, "teaching academic skills and subject matter" was the area of least impact; 18.7 percent of teachers said they benefited either very much or much in this area.

Considerable differences in responses were shown by teachers who had more experience with the ADNS program. In all four areas a much larger percentage of teachers with more than two years experience with ADNS indicated that they had been helped very much by ADNS.

2. In responding to the question that asked if ADNS had helped in

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[1] Detailed responses are given in the Appendix.

any other way, teachers indicated that the major area of help given was in permitting the classroom teacher to work with smaller groups and individual children.

3. In response to the question asking if ADNS has "made any change in those children of your class who have been a part of it..." a total of 118 respondents or 51.5% of the total answered yes; 43 or 18.8% answered no, and 58 or 29.7% not sure responses decreased. Among teachers with 2 years or more exposure "in the present", 70.8% responded affirmatively. Teachers exposed currently ("in the present") tended to respond more affirmatively than those exposed in the past.

4. In describing the changes that respondents felt had taken place as a result of the ADNS program, teachers indicated that improvement in feelings of self and sense of security, motivation and learning, improvement in relations with peers and adults are among the major areas of change. Teachers seem to feel that ADNS offers an opportunity for the adult to give individual attention to a child in a small, friendly, and informal group. Thus, a child in this small group is able to establish his sense of self through trusting, friendly and intimate relations with both his peers and the adult teacher.

Conclusions

On a questionnaire eliciting evaluations of the experimental program, half of responding classroom teachers in all ADNS schools said that the ADNS program had helped them very much or much in one of these four areas; professional growth, teaching academic skills and subject matter, broadening their general program, understanding of children.

The area of greatest impact was "broadening of general program" and of least impact "teaching academic skills and subject matter".

More than half the teachers felt that ADNS had made some change in the children in their classes. Teachers with longer exposure to ADNS were more likely to attribute changes to ADNS.

C. TEACHER INTERVIEWS

Since thorough questionnaire surveys were made of the attitudes of teachers to ADNS, children and teaching, interviews with teachers were included for their richness of detailed comment especially in reference to the ADNS program. A total of thirty-four teachers were interviewed, randomly selected from the schools of the study.

"At first I was reluctant to work with the program but now I don't know what I would do without it. First, because you have two equipped teachers working with one group of children. Each teacher always has something she lacks and something she doesn't like to do, so she can be supplimented by ADNS, and the children then get everything. No one teacher can do everything. It gives the teacher a smaller group. I have one hour a day when I can concentrate on one group and not worry about the others. Maybe the reason I have become so strong in the academic areas is because I have been given more time because of ADNS. The club activities are great. Many of the children don't know how to play with each other. The club gives them this experience. Sometimes in class play period they would sit by themselves. This all relates to language development."

"When you have a group of more than 15 you have fuzzy attention on the periphery. When you have a small group you have everyone's attention. In the club period, they know they have a friend who is interested in them and will do things for them and with them. They don't have to be little mothers then. It is a place where they can have young friends."

"ADNS teachers are warm as a rule. They don't have the structured situation that you must have in a classroom. This seems to help the children. The people in ADNS are excellent. It is a help for me because I have three reading groups and if I need help in a specific thing the ADNS teacher will come in early. ADNS makes it possible for us to go on more trips. Since the ADNS teacher has smaller groups she can devote more time to each child. Introverted children come out sooner because of the relaxation."

Suggested changes in the ADNS program:

"I think that there should definitely be a structure and not at the whim of the principal or anyone else should a class be cancelled or should it change unless there's very, very good reason. We're so flexible, we shift the class or we cancel the group, and seven or eight children may be waiting for that teacher and I find myself often in the peculiar situation of being 100 percent for this flexibility and this thing we call creativity. But I think when there isn't some kind of definite goal we are just following children blindly. No progress can be made at all. I think that the kind of sitting down and talking and planning relationships that exist between the cooperating teacher and the classroom teacher should occur more frequently, so that at the end of every week and a half, at least, the two can get together to find out what's happening. This is something that will do a great deal more for the children and really make ADNS much stronger, too."

"More teachers so that every class could be serviced."

"I think this is the best assignment I ever worked under. I really feel I am able to work with children. I came from such a horrible situation in Harlem. I now have the best and biggest room in the school and am in the least crowded school I know. Please stress the importance of a double-sized room for ADNS teachers. What we need in ADNS is a large budget for equipment. Teachers pay for too much. If you need a record, you should be able to buy it at the time you need it. Not a year ahead of time. The children love to cook and we should be able to get food. We have to pay for everything."

"I would like them to have rooms of their own. I share a room with ADNS. They need more equipment and supplies. They need a larger budget to do the kind of work they are doing. ADNS is a wonderful thing."

"ADNS is not really a part of the school. The principal who really wanted ADNS left, and the new principal doesn't understand. Her attitudes that you aren't really a teacher comes across to the kids. They will ask me 'Are you really a teacher?' ADNS needs more status. Higher Horizons was able to get a large amount in their budget for public relations, but for some reason ADNS never has."

"The classroom teacher should control what the ADNS teacher is teaching. And the classroom teacher shouldn't have to have a conference to get permission to change the grouping."

"We have to communicate with classroom teachers. Because of our hours we are never present at staff meetings which are at three o'clock. I think that during the free hour, which is twelve to one, it's a good idea to go to the teacher's lunchroom and have a conversation, instead of going out, which is the thing that always happens here."

"When I was given the ADNS teacher, I wasn't told what her job was to be. She started teaching rocks and minerals. I wasn't sure whether I should talk to the ADNS teacher. Then, in the end of November, she was still teaching rocks and minerals so I asked for a conference and we finally had one in December. We decided she should go into Social Studies. ADNS must fill in areas that the regular teacher can't teach. ADNS can work if all know what the goals are and what the teacher's rights are. To get together with ADNS teachers there must be time for conferences. I only had one 45 minute conference and that was when I asked for it. There is no communication between group teacher and class teacher. I would change this."

Comments on teaching methods used in the ADNS program:

"There is always individual activity in ADNS. The teacher's relationship with the children is always much freer in ADNS. There is not so much distance. It was pointed out to me that my students don't raise their hands. I hadn't even noticed that. We can have a conversation. I can allow my goals to come out of the activities, also the skills -- much more so than in a regular situation. Also there is the sense of sound. In a regular classroom I feel compelled to keep quiet. I feel strongly that making a child feel special by choosing him makes what ADNS does possible. Openness is basic between the teacher and the children. In the classroom you just can't talk to each individual in the class -- can't expect to the way you can in ADNS."

"The children are more free in ADNS. They can express themselves more. The teacher can give them a greater chance for manual manipulation."

"A small group means more active work and pupil participation. There is more play activity to get participation in ADNS. You can actually take the children to a store, not just talk about it."

"It gets you so you don't feel threatened when another teacher comes into the room. You can share ideas with another under ADNS. You have more structure in a large group. For example, I won't let a child walk across the room in a classroom, but I would in ADNS. Your tone must be more forceful in the classroom."

"It helps teachers feel that they are not alone, and that we don't have to press the children as much. We have a safety stop valve -- an extra person in our corner."

Comments on the help to children given by ADNS:

"There is a person who the child will see everyday who is not as much interested in his academic achievement as she is in the child as a person. This child, once he gets this feeling, will react to the adult and might even act out some of the problems that he has where he cannot do it anywhere else. I feel that this program offers a great deal of guidance to a child. And this is the key, I feel, to learning."

"Because they meet children on such an intimate level, they're able to see problems before they really erupt, and are able to move into the family in several ways. Relationships change so that the adult becomes a friend as well as a teacher, someone who is really interested."

PART V

SUMMARY

CHAPTER 9- SUMMARY

BACKGROUND

Recent stimulation of interest in the education of the poor and disadvantaged ethnic groups has suggested a need for new assessments of experimental programs for disadvantaged children. It is for this reason than an assessment of the All Day Neighborhood School, a program of some 30 years' experience in working with disadvantaged children in New York City schools, was undertaken.

OBJECTIVES

The major objectives of the study were to obtain answers to the following questions:

1. Does a program that works with children during and after the school day in relatively small and informal groups, stressing meaningful learning, participation and student autonomy, develop pupil potential any more effectively than other programs existing in comparable schools?
2. Does such an experimental program improve the pupil's performance on achievement tests, schools grades and academic tasks?
3. Does such a program affect the pupil's personal and social development more than other school programs?
4. Does such a program affect pupil performance in Junior High School?
5. Does such a program affect the attitudes and behavior of teachers in relation to their students and their work?
6. Does such a program influence the attitudes and behavior of parents in relation to their children and the school?

PROCEDURE AND RESULTS

Three experimental schools were selected - one with a dominantly Negro enrollment, the second with a dominantly Puerto Rican enrollment, and the third with a mixed ethnic group enrollment. Three control schools were selected with comparable ethnic and socioeconomic characteristics.

The Total Population of the study was: all students entering the third and fifth grades in September, 1962, and completing the fourth and sixth grades in June, 1964.

The Sample Group of the study was: all children entering the ADNS after-school Club program in the third and fifth grades in 1962, and control children with matching characteristics.

PART I ACHIEVEMENT AND APTITUDE*

Improvement in Reading:

The Metropolitan Reading Achievement Test is administered to all third and sixth grade students in New York City.

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*In comparing academic achievement, as well as observed behavioral changes, it should be noted that beginning in the second year of this study, after-school study centers with enrollments larger than the ADNS after school clubs, were set up in all three control schools and also in one of the experimental schools.

Additional testing was done in the fourth and fifth grades on the children in this study, so that comparisons could be made with scores obtained from the regular testing program. The Elementary form was used in the fourth grade and the Intermediate form in the fifth, since these are the forms used in the third and sixth grades respe tively. Thus pre to post changes were obtained for third-fourth and fifth-sixth grade scores.

In the Sample Group, the population was narrowed to matched pairs of children for whom all four scores (experimental and control, pre and post) were available. Statistical analysis of these data yielded no significant differences between the groups in the fourth grade, the sixth grade, or in the combined total. In the Total Population, an experimental child who had both pre and post scores was matched with a control child who had both pre and post scores and who had a pre score identical to that of the experimental child.

Statistical analysis of the post scores of the matched populations yielded no significant differences between the groups in the fourth grade, the sixth grade, or in the combined total.

Scholastic Aptitude:

The Otis Quick-Scoring Mental Ability Tests were chosen as a means of measuring intelligence. In New York the Otis Alpha is administered regularly to all third grade students and the Otis Beta to all sixth grade students, thus making it necessary for the researchers to test only in the fourth and fifth grades. Students in the Total Population with both third and fourth grade scores were matched on the basis of third grade scores (i.e., the pre scores were matched). These groups of 123 experimental and 123 control students were then compared on post (fourth grade) scores.

Similarly, the sixth grade (post) scores of 204 experimental and 204 control students were compared. Finally, the fourth grade and the sixth grade were combined (Experimental N = 327, Control N = 327).

No statistically significant differences in changes of Otis scores were found between experimental and control groups in the fourth, sixth, or combined fourth and sixth grades.

In the Sample Group, 63 students in the experimental group had both pre and post scores whose matches in the control group also had both pre and post scores. No statistically significant differences in changes in Otis scores were found between experimental and control students in the Sample Group.

Academic Achievement- Report Card Marks.

Experimental and control children in the Sample Group were compared on academic achievement marks as recorded on school records. No significant differences were found between experimental and control students in any of the marks obtained from school records.

Verbal Skill and Aspiration Level:

Themes were written by sixth grade students in two experimental and two control schools on the subject, "What I would like to be when I grow up." Random selections were made from among those themes and those selected were analyzed for verbal skill and level of aspiration.

Measures of verbal skill were as follows: Total number of words, total number of different words, total number of misspelled words (weighted per total number of words), total number of grammatical errors, total number of grammatical errors (weighted per total number of words), total number of ideas, total number of ideas, (weighted), total number of unusual ideas.

Level of aspiration was obtained from the Dictionary of Occupational Titles. Vol. 1 and 2, 2nd Ed. 1941, U.S. Employment Office.

Analysis of the themes on the verbal skill measures revealed that experimental children scored significantly higher in total number of words, total number of different words, and total number of ideas. No other significant differences were found.

Analysis of level of aspiration ratings yielded no significant differences between experimental and control children in male level of aspiration, female level of aspiration, or in their combination.

Verbal Fluency: Word Test

A word list containing 15 items was derived from the vocabulary of the Metropolitan Reading Achievement tests administered in these grades, words being chosen for the closeness of the objects represented by them.

This word list was given to all fourth and sixth grade sample children to read aloud at the time of the interview. Each child's reading was scored according to his ability to read each word, and mean scores were derived. Ratings given were: "fluent","hesitant", "not at all",

No significant differences were found between experimental and control children on this measure of verbal fluency.

Junior High School Follow-Up:

On the assumption that education is as much a preparation for what is to come as an experience with what is, a small scale exploratory junior high school follow-up study was conducted. Students from two elemtary schools in this study (a matching experimental and control school) were followed into one junior high school and the records of four classes were examined. No special selective factors could be found among students entering the junior high school from the experimental and control schools that would have made two groups different. Comparisons were made between groups on the following academic grades:
English, Social Studies, Mathematics, Science, Foreign Languages, Library, Group Guidance, Music, Art, Health Education, Hygiene, and the Metropolitan Reading Achievement test. Comparisons were also made on the

following behavioral grades:
Courtesy, Effort, Responsibility, and Self Control.

Statistical analysis of the academic grades yielded only one significant difference: experimental children entering the seventh grade in 1962 were found to have significantly higher grades in hygiene than control children. Analysis of the behavioral grades showed that experimental children had significantly fewer marks of "needs improvement" or "unsatisfactory" in "courtesy." No other significant differences were found.

PART II PERSONAL AND SOCIAL DEVELOPMENT

Student Behavior as Rated by Teachers:

Since teachers see more of children in school than do other observers, and are frequently called upon to judge child behavior, the comments of teachers on certain relevant aspects of behavior were solicited.

Teachers were asked to rate behavior of all children in the Sample Group and in addition to indicate change observed in individuals during a specified time period.

Statistical analysis of behavioral indices revealed the following

Change: Improvement in pupil "relation to teacher" and emotional tone" among experimental children (Sample Group) was rated by teachers as being significantly greater than improvement among control children.

Reaction to Frustration: No significant difference.

Relation to Work: Experimental children showed more autonomy in work habits, less tendency to work only with continuing external incentives or to show negative attitudes toward work.

Relation to Other Children: Experimental children were more likely to be active rather than passive members in a group and less likely to be isolates or competitors.

Relation to Teacher: Experimental children were less eager competitors for the teachers' approval and more friendly to teachers.

Emotional Tone: Experimental children were less likely to seem aggressive or hostile and more likely to seem positive and happy.

Other Characteristics: Experimental children were more likely to speak fluently. No other differences were significant.

Exemplary Behavior: No significant difference.

Compulsive Conformity: No significant difference.

Aggression Behavior: Experimental children were significantly more aggressive.

Isolation: No significant difference.

Group Autonomy:

Since students in the experimental program work in relatively small groups ans since the stated objectives of the experimental program are, among others, to develop "the ability to participate in group activity and work with other children" and " the ability to work independently and contribute ideas and suggestions", it could be expected that experimental children would be more skilled in group process.

After discussions with staff and a review of small-group research, a task performance test in group autonomy was developed. Children, in groups of five, were asked to discuss the question, "What could be done to make this school a place that children could enjoy more?" A total of 48 groups,composed of sixth grade boys in experimental and control schools, discussed the subject, summarized their discussion in a written theme, and filled out group cohesion questionnaires designed to determine their feelings about the discussion and about others in the group.

Two research observers sat with the discussion groups, one keeping a running protocol and the other a checklist on individual and group behavior.

Experimental children, it was found, participated more freely than control children and expressed more dissenting opinions and were less likely to develop a dominant leader or to be competitive with each other.

On the group cohesion questionnaire filled out after the discussion, experimental children were found to be significantly less rejecting of the group and the discussion than were control children. Experimental children contributed more suggestions on group themes.

Relations with Peers:

Since children in the ADNS club and group function in relatively small, informal groups, it was felt that they have an opportunity to become friendlier and more accepting of one another. To obtain a measure of the amount of acceptance or rejection, the Revised Ohio Social Acceptance Scale, Advanced Series was administered to all fourth grade students in the six schools.

Statistical analysis showed experimental children received significantly higher scores than did control children (Sample Group).

In the distribution of scores, significant differences were found on all ratings except "very, very best friends." Experimental children were significantly less likely to give classmates rejection scores ("not okay"). They showed a marked high central tendency, rating others as "good friends" or "not friends but okay. They were less likely to indicate that they did not know other children.

Social Responsibility:

A modification of a scale developed by D. Harris for measuring the attitudes of social responsibility in children was administered to all fourth and sixth grade students in the six schools.[1]

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[1] Harris, D. "A Scale for Measuring Attitudes of Social Responsibility in Children," Journal of Abnormal and Social Psychology, LV (1957), 322-36.

Statistical analysis of the scores showed that, in the Total Population, control children achieved significantly higher scores; no significant differences were found in the Sample Group.

Attitudes of Pupils toward School and Self:

On the basis of interviews with 256 children (pre and post), comparisons were made of changes in experimental and control children in "Enjoyment of School," "Relations with Teachers," and "Cooperation with Peers".

Statistical analysis revealed that experimental children scored significantly higher on the "cooperation with peers" index. No significant differences were found in the "enjoyment of school" and "relations with teachers" indices.

Curiosity-Responsiveness:

Following the guidelines of similar investigation, a picture test of curiosity and responsiveness, giving children an opportunity to pose questions about a large colored action-story picture, was administered to the Sample Group at the time of the post interview.

Statistical analysis showed no significant differences between experimental and control children in the Sample Group.

Absences and Latenesses:

A comparison was made of the absences and latenesses of experimental and control children for the years 1961-62, 1962-63, and 1963-64.

During the course of the study, the record of absences from school of experimental children in the Sample Group improved over that of their counterparts in the control schools. The record of latenesses was mixed, with no clear pattern of change discernible.

Vandalism:

Information was obtained from the Chief of School Custodians, on three items relating to vandalism: broken windows in the school, unlawful entry, fires. Records were obtained on the six schools in the study for a period of five years.

The records showed that more vandalism had occurred in the experimental schools than in the control schools for the five year period. There was $1,904 damage done in the control schools during the five year period, and $2,972 damage in the experimental schools.

Pupil Attitude Inventory:

The Science Research Associates Junior Inventory was administered during the post period of the research to all fourth grade students in the six schools.

Statistical analysis of Sample Group scores showed that experimental children reported significantly fewer problems in relation to self, peers, school, and home. In the Total Population, experimental children reported significantly fewer problems in relation to peers, self, and home. No significant difference was found in number of problems relating to school.

Personal and Social Adjustment

The *California Test of Personality* was administered to all fifth grade students at the beginning of the study and to all sixth grade students at the end of the study.

Experimental school children in the Total Population were found to have gained significantly over control children in "social adjustment" as measured by the *California Test of Personality*. No other significant differences were found on this measurement.

Social Climate of the Classroom

Sixteen control and twelve experimental school classes were observed twice each and were rated on a modification of the Pupil-Teacher Rapport Scale developed by J. Wayne Wrightstone.[1] Ratings in eight of the ten indices used (quality of social interaction, pupil interest, pupil enjoyment, emotion of leader, pupil role structure, emotion of pupil group, pupil attention and learning) formed an ordinal positive-negative scale, and the aggregate scores on these indices for each school were analyzed by a Mann-Whitney test. The remaining two indices (pupil-teacher interaction and physical tension of group) were analyzed by a chi-square test.

No significant differences between the groups were found in any of these analyses.

Classroom Conduct

The *Observation Schedule and Record* (OScAR), modified by D.M. Medley and H.E. Mitzel from an instrument devised by Cornell and Withall, was used for observation of teachers and pupils in regular classrooms. A comparison was made of experimental and control classes in the following categories: (1) Teacher Reaction to Individual Pupil Needs, (2) Pupil Social Initiative, (3) Classroom Freedom, (4) Pupil Hostile, (5) Pupil Destructive, (6) Teacher Negative, (7) Expanded Pupil Activities, (8) Pupil Monitor, (9) Traditional Pupil Role, (10) Teacher Focused, (11) Teacher

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[1] Wrightstone, J. Wayne, "Measuring the Social Climate Of A Classroom," *J. Ed. Research*, 44:341-351, Jan., 1951

Accessory, (12) Written Language, (13) Teacher Variety Materials, (14) Pupil Variety Materials.

Significantly more instances of "Pupil Destructive" behavior were found among experimental than among control children. Significantly less "Teacher Focused" behavior and significantly more "Teacher Accessory" behavior was observed in experimental classrooms than in control classrooms.

Social and Classroom Behavior

Two types of marks on school record cards for the Sample Group were analyzed: (1) a mark in "social behavior", given by classroom teachers; (2) a score on "class behavior"derived from key items pertaining to behavior marked by the classroom teachers.

No significant differences between the experimental and control children were found in marks in either "social behavior" or scores in "class behavior" given by classroom teachers.

PART III TEACHERS

Teacher Attitude Survey

Questionnaire surveys of the attitudes of teachers toward their work and their students were completed by 46 experimental school and 51 control school teachers in various grades of the six study schools.

It was found that group teachers in particular but also other teachers in experimental schools emphasize values relating to the child's awareness, understanding and awakening creative ability. Control teachers emphasize "character values, love of God and country."

Group teachers, unlike others, do not feel that the amount of stimulation they derive from their work has declined since they began teaching.

A significant decline was found among control teachers in the belief that slow learners can become bright. No significant decline in this respect was found among experimental school teachers and the least decline was found among group teachers. Similarly, a significant difference was found in the belief that, with the proper methods, the children in these schools might be raised to the level of children in the typical suburban school. Experimental school teachers were significantly more optimistic about raising the levels of their pupils to those of children found in other schools.

Experimental school teachers were significantly more likely than control school teachers to think that schools are more responsible than other factors (society, family background, heredity) for the child's achievement.

Teacher Questionnaire on ADNS:

A total of 591 questionnaires was sent out to all classroom teachers in all the schools in which ADNS programs operated, and 299 were completed.

On a questionnaire eliciting evaluations of the experimental program, half of responding classroom teachers in all ADNS schools said that the ADNS program had helped them very much or much in one of these four areas: professional growth, teaching academic skills and subject matter, broadening their general program, understanding of children.

The area of greatest impact was "broadening of general program" and of least impact "teaching academic skills and subject matter."

More than half the teachers felt that ADNS had made some change in the children in their classes. Teachers with longer exposure to ADNS were more likely to have observed change attributable to ADNS,

Teacher Interviews:

Since thorough questionnaire surveys were made of the attitudes of teachers to ADNS, children and teaching, interviews with teachers were included for their richness of detailed comment especially in reference to the ADNS program. A total of 34 teachers was interviewed, randomly selected from the schools of the study.

PART IV - PARENTS

Parent Questionnaire:

Questionnaires were sent to the parents of all the children in the third and fifth grades, and a Spanish translation was also sent to parents in schools with large Puerto Rican enrollments. A total of 487 experimental school parents and 464 control school parents completed and returned the questionnaires.

Analysis of responses showed:

Sample Group: Parents in the experimental schools are more likely to feel that the school helps the child very much to stay out of trouble in the neighborhood. Experimental school parents are more likely to say that the school helps the child with creative activities. They are more likely to think that the after-school group their child belongs to helps them very much and less likely to feel that it helps not at all.

Total Population: Parents in experimental schools are more likely to think that their child is improving in his school work very much. They are more likely to feel that the teachers and the principal are concerned about their child some rather than very much or not at all.

Experimental school parents are more likely to say that the school helps their child stay out of trouble in the neighborhood some rather than very much or not at all. They say their child has become more helpful around the house because of what he has learned in school, that the school has helped the child behave better at home. They are more likely to say that the school has helped them to understand their child better some rather than very much or not at all. They are less likely to say that the school has not helped them at all to do more things with their child. They are more likely to say that the school is helping the child with creative activities. They are more likely to say that the club their child belongs to helps him.

Interviews:

Parents of children in the third and fifth grades were randomly selected for interviews - 34 experimental and 34 control school parents. Since the parents had been thoroughly surveyed by the written questionnaires, interview responses were used mainly for anecdotal purposes. Statistical analysis showed, however, that control school parents gave a significantly higher rating to the school, and experimental school parents expressed the belief, with significantly greater frequency, that the school had changed their children in some way.

Interviews with parent group leaders in the six schools found larger and more active parent groups in the experimental schools.

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APPENDIX A

INSTRUMENTS

REVISED OHIO SOCIAL ACCEPTANCE SCALE

Advanced Series

To the administrators:

1. This is a sociometric test, designed to find out some things about how the children in your class relate to one another.

2. Lists of children's names should be carefully checked, to see that they are complete and accurate. The children themselves can cross out names of those who have left the class, or add new ones.

3. Write on the board:

   1. Very, very best friends
   2. Good friends
   3. Not friends, but okay
   4. Don't know them very well
   5. Not okay

4. Tell the class: "We would like to know how children in this class feel about one another. You have the names of all the children in the class. Now start at the top of the list and write down in the space before each name the number you want to put before that name. You should put a number in front of every name. When you come to your own name, write the number 0."

5. "This is what the numbers mean." (Refer to the board as you read.)

   "Are there any people in this room whom you would like to have as your very, very best friends? If so, place the number _1_ in front of their names.

   Put the number _2_ in front of the name of every person whom you would like to have as a good friend. These people are not your _very, very closest friends_, but you would like them to be _good friends_ of yours.

   Put the number _3_ in front of the name of every person who is not a friend, but who you think is alright. These are people with whom you would just as soon work or play. You think they are all right. They are not friends, but they are okay just the same.

   Put the number _4_ in front of the name of every person you _don't know very well_. Maybe you would like them and maybe you wouldn't. You don't know. Where you don't know a person well enough to rate them, put the number 4 in front of that name.

   After you have given the numbers 1 or 2 or 3 or 4 to people in the room, there may be some names that you haven't marked yet. You know these people but they are not friends of yours and in general, are not okay to you. Put the number 5 in front of all these names."

TEACHER CHECKLIST ON STUDENT BEHAVIOR

To all teachers: *

"The following questions deal with ways in which children in your class (or group) cope with situations common to children of their age. Your answers will help us to see these children individually, as you see them. There are no "right or wrong" answers. A kind of behavior representing an improvement for one child might reflect a negative change for another child. The object here is to get as accurate a picture as possible of how each child behaves in school."(The format of this instrument has been changed to accomodate it in the report.)

"After each child's name please put a check in the column that describes how the child reacts. If you have seen the child react in more than one way, put checks in more than one column for that child. Where you have checked more than one column for the child, please circle the check in the column that is most typical for him.

I. Reaction to Frustration

Sulks, whines, cries
Physical, fights, destructive
Verbal anger
Acts "nervous" (e.g., bites lip)
Withdraws, apathetic
Blames others
Waits patiently, tries again
Turns to new constructive activity
Exaggerated nonchalance, "who cares?"
Guarded, shows little reaction
Angry look only, sullen

II. Relationship to Work (For club teachers: how child relates to crafts, etc.)

Initiates project, follows through
Does assigned work without supervision
Requires guidance but makes active effort on own
Works well with constant praise
Follows group pattern, works when others work, not when they don't work
Starts well, but easily discouraged
"Lazy" - shows little effort
Refuses, sabotages own work
Cuts-up, distracts others

---

* The format of this checklist has been altered to reduce its length. The contents remain the same.

III. Relationship to Other Children

Bullies, picks on others
Must be first, get most attention
Leads, but recognizes others
Active participant in group of friends
Has close ties to one or two other children
Pushed around by others
Hanger-on, not really accepted by others
Loner
Plays fair, cooperates in group rules, takes turn
Helps others, shares

IV. Relation to Teacher

Timid, afraid to speak up, very obedient
Eager for approval, e.g., volunteering, competing for your interest
Usually greets you with a smile, makes you feel liked (open, friendly)
Mischievous as most children of this age, but usually respects you
Feels free to joke or criticize in friendly way (poised)
Provocative, hostile ways of getting attention
Volatile, moody, loves you and hates you
Withdrawn, distant

V. Emotional Tone

Smiling, giggling
Whining, crying
Sullen, provocative, negativistic
Withdrawn, distant
Aggressive, destructive
Relaxed, responsive

VI. Other Characteristics ("Here is a varied list of other characteristics in which we are interested. Please check all of those that apply to each child. Circle the checks of outstanding characteristics. There may be any number of circles or none.")

Shows off talent or product to others
Destroys his productions
Often has accidents (e.g., frequent cuts, bruises)
Speaks fluently
Flexible outlook: accepts new interest, starts new activity with enjoyment
Tends to repeat familiar activities, avoids new ones
Shows real talent in some areas

VII. Change in Behavior ("Some of the children you have been asked to describe here may be behaving much as they did at the beginning of the term, while others may have changed in important ways. We would like to know your impressions of changes that may have occurred since the beginning of the term in significant areas of the child's adjustment. Using the scale below, please assign a numeral to each child for each category below, indicating your impression of overall change in each area.")

1	2	3	4	5
Much Worse	Somewhat Worse	No Change	Somewhat Better	Much Better

Reaction to frustration
Relationship to work
Relationship to other children
Relation to teacher
Emotional tone
Other Characteristics (If rating is other than 3, please specify change)

SOCIAL RESPONSIBILITY SCALE

Name______________________ School_______________ Class__________

We are interested in how you feel about the things listed below. There are no right or wrong answers. What matters is how you really feel. Please place an "X" into one of the boxes below the sentence that best tells how you feel.

EXAMPLE: I would help a blind man across the street.
Yes_X_ No___ Don't know___

1. If I saw my friend running through the halls I would tell him to stop running. Yes___ No___ Don't know___
2. If it is worth starting at all, it is worth finishing.
Yes___ No___ Don't know___
3. I would never let a friend down when he expects something of me.
Yes___ No___ Don't know___
4. A person who does not vote when he can is not a good citizen.
Yes___ No___ Don't know___
5. We ought to worry about our own country and let the rest of the world take care of itself. Yes___ No___ Don't know___
6. Cheating on examinations is not so bad as long as nobody ever knows. Yes___ No___ Don't know___
7. I would stay after school and help the teacher clean up the room.
Yes___ No___ Don't know___
8. It's better to be an actress than to be a nurse or a teacher.
Yes___ No___ Don't know___
9. It's better to worry about yourself than to worry about others.
Yes___ No___ Don't know___
10. Some children work too hard in school.
Yes___ No___ Don't know___
11. Litterbugs really get me angry.
Yes___ No___ Don't know___
12. It is always very important to finish anything one has started.
Yes___ No___ Don't know___
13. It is good to help clean up around the house.
Yes___ No___ Don't know___
14. It is better to win a baseball game than to play fair and lose.
Yes___ No___ Don't know___
15. I like watching TV when I should be doing my homework.
Yes___ No___ Don't know___

GROUP AUTONOMY

Group Cohesion Questionnaire

Here are some questions about your work today. After each question there are some answers. Choose the answer that best tells what you think. Put a circle around it. This is the way to do it: Do you like school? If you do like school you would answer this way:

[✓ Yes]   Maybe   No

If you are not sure, or sometimes you do and sometimes you don't, answer this way:

Yes   [✓ Maybe]   No

If you don't like school you would answer this way:

Yes   Maybe   [✓ No]

Now answer these questions:

1. Did you like working with this group today? A lot   Some   Not at all
2. What about the time you were given for this - was it: Too long? Just right? Too short?
3. Would you like to do it again sometime after school? Yes   Maybe   No
4. Would you like to do other things with children in this group?
   All of them   With some of them   None of them
5. Would you like to have the other children in the group for friends?
   All of them   Some of them   None of them
6. Did the others give you a fair chance to help in the theme?
   Yes   No   Sometimes
7. Do you think writing a theme this way is good? Yes, it is good
   Might be   No, it's a waste of time
8. Is it important for you to think about ways to make the school better?
   No   Maybe   Yes
9. Would you be proud to show this theme to your teacher?
   Yes   Maybe   No
10. Do you think you will tell your friends about your work in this group today? Yes   Maybe   No

GROUP AUTONOMY

Checklist - Section A

1. Pupil A 2. Pupil B 3. Pupil C 4. Pupil D 5. Pupil E

P.S.______ Class______

	1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	
Leader-accept																			Leader-accept
Leader-reject																			Leader-reject
Leader-dissent																			Leader-dissent
Contr-accept																			Contr-accept
Contr-ignore																			Contr-ignore
Contr-reject																			Contr-reject
Contr-dissent																			Contr-dissent
Part-pos emot																			Part-pos emot
Part-neg accept																			Part-neg accept
Part-neg ignore																			Part-neg ignore
Part-neg reject																			Part-neg reject
Part-neg dissent																			Part-neg dissent
Recorder																			Recorder
With-ignore																			With-ignore
With-coax																			With-coax
Evas-accept																			Evas-accept
Evas-ignore																			Evas-ignore
Evas-neg																			Evas-neg
Evas-dissent																			Evas-dissent

GROUP AUTONOMY

Checklist - Section B

Goal acceptance				Goal acceptance
Operating consensus				Operating consensus
Subgoals				Subgoals
Dominant leader				Dominant leader
Clique				Clique
Free participat				Free participat
Anarchy				Anarchy
Solidarity				Solidarity
Cooperation				Cooperation
Competition				Competition
Rivalry				Rivalry
Enthusiastic				Enthusiastic
Spontaneous				Spontaneous
Inhibited				Inhibited
Rorced				Forced
Humor				Humor
Cluster				Cluster

INTERVIEW SCHEDULE - SAMPLE GROUP CHILDREN

P.S.______________
Interviewer's name________________________________

1. What is your name?____
2. What is your grade and class?______________________________
3a. I would like to talk with you a bit about school- about some of the things you like and don't like in school. First tell me the things you do in school that you like. Probe__________________________
 b. If not mentioned - What subjects do you like? Probe____________
 c. Now there must be some things you don't like about school. Is there anything you don't like in school? Probe for more than one thing.
____
 d. Any subjects you don't like?___________________________________
4a. When you wake up in the morning do you like the idea of going to school? Yes___ No___ Don't know___ Other_____
 b. Why? Why not?____
5a. Do you have any trouble with your schoolwork?
Yes___ No___ Don't know___ Other_____
 b. What kind of trouble? Tell me more about it.___________________
 c. Does anyone in your family try to get you to do well in your school work? Yes___ No___ Don't know___ Other_____
 d. Who?____
6a. Do you get any help with your homework?
Yes___ No___ Don't know___ Other_____
 b. Who helps you with your homework?___________________________
7. Why do you think you have to go to school? Probe for why child feels that way____
8a. Do you think that what you are learning in school will be useful to you when you grow up? Yes___ No___ Don't know___ Other_____
 b. Why? Why not?____
9a. Has anyone ever treated you badly in school?
Yes___ No___ Don't know___ Other_____
 b. Who was that who treated you badly?__________________________
 c. What happened?____
 d. Were they (he or she) fair or unfair to you when they treated you that way? Fair___ Unfair___ Don't know___ Other_____
10a. Do you have any close friends in your class?
Yes___ No___ Don't know___ Other_____
 b. How many friends do you have in your class?___________________
11a. Are there any children in your class you would rather not have in class? Yes___ No___ Don't know___ Other_____
 b. Who are they?____
 c. Why do you feel that way?___________________________________

12. Now there are probably things that you would like to change in school. Sometimes we like to change some things we don't like. Can you tell me about any of the things you might want to change? Probe for more than one thing and reason why child wants to change specific thing.______________________________

13a.Let's talk a little about the things you like to do outside the school. Can you tell me something about them? Probe for kind of games played - participates or plays alone.____________________

b.Which of these things do you like best?____________________

14. Is there anything you would really like to do if you had the time and money?______________________________

15a.Do you know what a hobby is? If not, explain and give examples.
Yes___ No___ Don't know___ Other_____

b.Do you have any hobbies? Yes___ No___ Don't know___ Other____

c.What are they?______________________________

d.Where did you find out about this hobby? In school? At home? etc.______________________________

16. Is there anything you would really like to find out about? What?
____

17a.If your family had more money, what would all of you like to do with it?______________________________

b.Anything else you'd do?______________________________

c.Why do you say that?______________________________

18a.Do you know what you want to be when you grow up?
Yes___ No___ Don't know___ Other_____

b.What do you want to be?______________________________

c.Why do you want to be a ______?____________________

d.Anything else you want to be?______________________________

e.Why?______________________________

19a.I wonder now if we could talk a bit about the way you feel about things in general. Can you tell me something about the sort of thing that makes you feel happy?____________________

b.Can you tell me something about the sort of thing that makes you feel sad?______________________________

20a.How about feeling proud? Is there anything that makes you feel proud? Yes___ No___ Don't know___ Other_____

b.What makes you feel proud?______________________________

c.Is there anything you have done or are doing that you are especially proud of? Yes___ No___ Don't know___ Other_____

d.What?______________________________

21a.How about being angry? When you are angry, what makes you angry?
____

b.Are you ever angry at anyone? Yes___ No___ Don't know___ Other_

c.Who, for instance?______________________________

d.Why?______________________________

e.Are you ever angry with yourself?
Yes___ No___ Don't know___ Other_____

f.If yes, what about?______________________________

g.Why?______________________________

22. Generally speaking, how do you usually feel?
Happy___ Sad___ Proud___ Angry___ Other_____
23a. Do you have worries about anything?
Yes___ No___ Don't know___ Other_____
b. If yes, such as?____
24a. Do you ever get into any sort of trouble?
Yes___ No___ Don't know___ Other_____
b. If yes, such as?____
c. With whom?____
25. When you feel sad or get into trouble or have any sort of real problem, who do you go and talk about it?____________________
26a. When you look at yourself in the mirror, how do you feel about yourself?____
b. What would you like to change about yourself?____________________
27a. Do you feel that people pick on you or dislike you because of your nationality? Yes___ No___ Don't know___ Other_____
b. If possible probe for who picks on or dislikes child. ____________
28a. Have you ever wished you could be somebody else?
Yes___ No___ Don't know___ Other_____
b. If by some magic, you could be someone else, who would you like to be?____
29. Of all the things you do (whether it's at home, in your neighborhood, or at school, what do you like to do best?____________________
30a. If you had to do one of these things this afternoon which would you like to do? Which would you like to do second best? Third best?
Go to the store for your mother___ Watch TV___ Play in gym___
Learn to read___
b. Which of these things do you like to do most? Go outside and play__
Stay in school___ (FOR ADNS -Go to club___) Watch TV___
Learn to read___
c. Do you get into trouble? More than others___ Same as others___
Less than others___
31a. Do you like to read when you are not in school?
Yes___ No___ Don't know___ Other_____
b. What kinds of things (books, comics, newspapers) do you like to read?____
If child does not specify or seems vague ask:
Adventure___ Mystery___ Science___ Fairytales___ Stories about people_
c. Do you have a library card?
Yes___ No___ Don't know___ Other_____
d. Have you gone to the library (public) since Christmas?
Yes___ No___ Don't know___ Other_____
32. Do you have a television set in your home? Yes___ No___ Don't know_
33a. Has your regular teacher given you extra work to do at home?
Yes___ No___ Don't know___ Other_____
33b. Since Christmas, have you brought anything from home to show the children or to work on in school? Yes___ No___ Don't know__
Other_____

ADNS SECTION - EXPERIMENTAL GROUP ONLY

34a.Do you go to club? Yes___ No___ Don't know___ Other_____
b.How long have you been in club?___________________________
35. Tell me what you think about club?______________________
36. What do you do at club?______________________________
37. What is the name of your club teacher?___________________
38a.Which teacher do you think likes you better: club teacher or regular teacher? Club teacher___ Regular teacher___ Both___ Don't know___ Other_____
b.What does the club teacher do differently from the regular teacher?
____
39. If you could change clubs in any way what would you do?__________
40a.Are there sometimes when you don't want to go to club?
Yes___ No___ Don't know___ Other_____
b.If yes, how often?___________________________________
41. Tell me some of the things you have learned at club.____________
42a.What do you like best about what you do at club? Probe__________
b.What do you like least about what you do at club? Probe_________
43. Would you rather go to club or play outdoors on your own?
Go to club___ Play outdoors___ Both___ Don't know___ Other___
44. How much do you like club? Not much___All right___ Very much___
Other_____
45. Why are you in club?__________________________________
46. How much do you like the club teacher? Not much___All right___
Very much___ Don't know___ Other_____

INTERVIEWER'S EVALUATION

1. Did the child seem:
hostile___ sullen___ distant___ neutral___ friendly___ Other______
2. How well did the child express himself?
poorly___ not so well___ fairly well___ very well___ Other________
3. How would you judge the speed and comprehension of the questions on the part of the child? very poor___ poor___ average___ good___ very good___ Other______
4. How would you judge the ease and confidence the child showed?
very poor___ poor___ average___ good___ very good___ Other________
5. What comments can you make about the child's relevant behavior or attitudes?____

PICTURE TEST

Name______________________________School__________Class__________

Part I.

We have a very interesting picture here for you to look at. You know that the way we learn is by asking questions. We would like you to look at this picture and then ask all the questions you can think of, about all or any parts of this picture. Ask only questions which you cannot answer by looking at the picture. Ask as many questions as you wish.____________________________

____

____

Part II.

Now look again at the picture and ask yourself what may happen next, either right away or a little later, or even much later. Make as many guesses as you wish.____________________________

____

____

CLASSROOM OBSERVATION RAPPORT SCALE

Teacher________________ Grade and class________ School______
Observer________________ Time of observation______ Date______
Subject observed____________ Method of instruction______________
____

Check the category that seems best to describe the class.

Pupil-Teacher Relation

1. Teacher-peripheral (teacher in hands-off, laissez-faire role) ____
2. Teacher-centered (attention to teacher,e.g.,lecture,reading) ____
3. Teacher-pupil reciprocal (50% teacher - 50% pupil interaction) ____
4. Teacher as equal person (teacher as 1 in group of 10,20,etc.) ____

Quality of Social Interaction

1. Aggressive (verbal or physical of pupils, one against other) ____
2. Competitive(individual vs. individual or vs. group) ____
3. Toleration (lack of warmth, coolness toward each other) ____
4. Friendly - Cooperative(willingness to cooperate, share ideas) ____
5. Warm "personal" (extreme warmth and insight into each other) ____

Interest

1. Extreme lack of interest (day dreaming, wandering attention) ____
2. Boredom (yawns, whispers, looking around) ____
3. Mild lack of interest (polite behavior, forced attention) ____
4. Mild interest (relaxed attention, but attends to task) ____
5. Attentive interest (enter into task with energy and spirit) ____

Enjoyment

1. No enjoyment (matter of fact, signs of aversion) ____
2. Little enjoyment (signs of weak kind of enjoyment) ____
3. Fair enjoyment (some signs of pleasure, little joy) ____
4. Mild enjoyment (pleasure is restrained, somewhat active) ____
5. Extreme enjoyment (zest or relish for an activity) ____

Emotion of Leader

1. Aggressive (openly hostile-sarcastic, etc. toward pupil) ____
2. Irritable (tone of irritability in dealing with pupils) ____
3. Toleration (teacher is straining to keep from irritability) ____
4. Pleasant-reserved (friendly and reserved with depth of contact)____
5. Warm and sympathetic (sympathetic,"good fellow" relations) ____

Role Structure

1. Clear pupil role (operation of activity is smooth, effective) ____
2. Uncertain pupil role (some confusion is present in role) ____
3. Confused pupil role (activity disjointed, air of confusion) ____

Physical Tension of Group

1. Restless (tension as exhibited in nervous habits; keyed up (extreme restlessness, tense expressions) ____
2. Mildly relaxed (slight atmosphere of tension ____
3. Median relaxation (some normal signs of tension) ____
4. Very relaxed (physically and psychologically taking it easy) ____

Emotion of Pupil Group

1. Strained, fearful (element of fear of teacher); irritable, dislike (symptoms of irritability and dislike); hostile aggression ____
2. Businesslike, non-expressive (respectful, little or no expression) ____
3. Pleasant, respectful (pleasant and respectful toward teacher) ____
4. Friendly, spontaneous (teacher is spontaneous - 1 of the group) ____
5. Confiding, intimate (close attachment approaching admiration) ____

Attention

1. Inattentive (general disregard for teacher and expected activity) ____
2. Mildly inattentive (some disorder, some individuals rather disruptive) ____
3. Median attention (students show normal attention, listen to teacher and respond, some "busy" noise) ____
4. Marked attention (students extremely attentive) ____

Learning

1. Little content learning seemed to take place. ____
2. A moderate amount of content learning seemed to occur. ____
3. Much content learning was apparent. ____

PRINCIPAL'S QUESTIONNAIRE

1a. What is your current teacher index?________________
b. What was it last year?________________
2. How many teachers do you have in the school?________________
3a. How many new teachers did you have this year?________________
b. How many new teachers last year?________________
c. How many new teachers year before that?________________
4. Do you have any classes not covered by a regular teacher?________
5a. What is the capacity of the school?________________
b. How many children now attend?________________
c. If your school is overcrowded, what are the consequences (double sessions, etc.)?________________
6a. What is the current ethnic population of your school (Negro, Puerto Rican, Other)?________________
b. What was it five years ago?________________
c. What was it ten years ago?________________
d. How do you expect it to change in the next five years?________
7. Are any major changes in your community expected in the next five years (housing, etc.)?________________
8a. How many children receive free lunch in school?________________
b. About what percent of your children live in public housing?______
c. About what percent of your children come from broken homes?______
9a. What is the most pressing need in your school?________________
b. Do you have other pressing needs?__________
c. If so, what?________________
10a. Is your school used after 3 o'clock?__________
b. How?________________
11. How old is your school? (specify new additions)________________
12. About what proportion of your children come from families who are on relief?________________

Administrative Staff

13. Please list names of principal, assistant principals, ADNS administrators, etc.________________
14a. How is your total school time normally divided (in percentages)?__
b. How much, if any, time do you spend with community groups - parental and non-parental - during the course of a semester? Please specify your activities as best you can.________________

Teachers

15. Please list 3rd, 4th, 5th, and 6th grade teachers:

Name	Status (Sub or. Reg.)	Grade & Class	SEX	AGE	Length time in school	Total yrs. exper.	Race	Rating: Ex.Good. Ave.Other.

Buildings and Facilities:

16. Please list special classes, equipment, and facilities in the school. ____________________

17. What additional facilities are most needed? ____________________

18. Comments concerning any unusual features about the school or school personnel or student body. ____________________

Parents

19. How many parents came to open-house this year? ____________________

20. How many members do you have in your parent group? ____________________

21. How many meetings did your parent group have this year? ____________________

22. How many parents attended these meetings? ____________________

23a. Please describe the activities engaged in by your parent group, this year? ____________________

b. Last year? ____________________

24. Do you conduct any Adult Education classes? ____________________

Special School Staff

25. Please list special school staff, other than teachers, building maintenance personnel, including supervision.

Name	Position	Full or Part time	Years at School	Length of time School has had the position

26. Comments. ____________________

27. Please attach copies of whatever reports you may have on school achievement or IQ levels, ratings, honor rolls, school activities, etc. - whatever you regard as related. ____________________

ADNS STAFF OPINION QUESTIONNAIRE

Part I - Goals of the ADNS Program

Name______________________________ School or Organization__________

We are asking you to state briefly, in the spaces provided on the following pages, what you consider to be the five major general goals of the All-Day Neighborhood School Program.

These goals should be expressed in terms of the hoped for effects upon the children. In considering these goals you might think of them in terms of what the ADNS program should do for the child which would not ordinarily happen to him in the regular school program.

If your conception of the objective of the ADNS program does not fit into five categories but rather into less than or more than five categories, feel free to indicate your opinions in terms of the number of goals you think appropriate.

Thank you.

1.____
2.____
3.____

4.____
5.____
6.____

7.____
8.____
9.____

10.____

ADNS STAFF OPINION QUESTIONNAIRE

Part II - Effect of the ADNS Program

We are asking you to give us your own appraisal of how the All-Day Neighborhood School Program actually affects the children of a school which it serves.

Below are a series of criteria which may or may not be affected by the ADNS program. After each criterion is a line which is numbered from 0 to 10:

0 - no effect beyond the usual school program
10 - the maximum possible effect, considering the
potential of each child

You can indicate the degree to which you believe the ADNS program affects each of these criteria by circling a number along the line next to each item. For example, if you think the ADNS program would have a little more than a middling effect on a given characteristic beyond what the usual school program would, you would indicate your opinion thusly:

Ability to____________. 0 1 2 3 4 5 [✓ 6] 7 8 9 10

You need not dwell upon your ratings too long. Just indicate your off-hand impression.

Remember we are asking you about your opinion as to what the ADNS program now does and not what you think it ought to do.

Thank you

1. Vocabulary	0	1	2	3	4	5	6	7	8	9	10
2. Reading	0	1	2	3	4	5	6	7	8	9	10
3. Spelling	0	1	2	3	4	5	6	7	8	9	10
4. Arithmetic	0	1	2	3	4	5	6	7	8	9	10
5. Verbal fluency	0	1	2	3	4	5	6	7	8	9	10
6. Appreciation of music	0	1	2	3	4	5	6	7	8	9	10
7. Appreciation of the graphic arts	0	1	2	3	4	5	6	7	8	9	10
8. Ability to take pencil and paper tests	0	1	2	3	4	5	6	7	8	9	10
9. Interest in learning from books	0	1	2	3	4	5	6	7	8	9	10
10. Interest in learning from first-hand experience	0	1	2	3	4	5	6	7	8	9	10
11. Knowledge about their real world, the area in which they live, etc.	0	1	2	3	4	5	6	7	8	9	10
12. Reading and language skills that are not measured by the usual tests	0	1	2	3	4	5	6	7	8	9	10
13. IQ tests	0	1	2	3	4	5	6	7	8	9	10

14. Ability to perform well in school and avoid grade failure	0	1	2	3	4	5	6	7	8	9	10
15. General curiosity	0	1	2	3	4	5	6	7	8	9	10
16. Knowledge about home routines (cooking, cleaning, etc.)	0	1	2	3	4	5	6	7	8	9	10
17. Interest in nature, e.g., animals, weather, etc.	0	1	2	3	4	5	6	7	8	9	10
18. Knowledge about various occupations and ways of making a living	0	1	2	3	4	5	6	7	8	9	10
19. Understanding about how to play with others	0	1	2	3	4	5	6	7	8	9	10
20. Understanding about how to work with others	0	1	2	3	4	5	6	7	8	9	10
21. Ease in expressing themselves	0	1	2	3	4	5	6	7	8	9	10
22. Confidence in themselves	0	1	2	3	4	5	6	7	8	9	10
23. Friendliness with other children	0	1	2	3	4	5	6	7	8	9	10
24. Friendliness with teachers, adults	0	1	2	3	4	5	6	7	8	9	10
25. Helping other children	0	1	2	3	4	5	6	7	8	9	10
26. Confidence in their ability to learn the things school requires them to learn	0	1	2	3	4	5	6	7	8	9	10
27. General emotional health	0	1	2	3	4	5	6	7	8	9	10
28. General level of happiness	0	1	2	3	4	5	6	7	8	9	10
29. Good spirits, joyfulness	0	1	2	3	4	5	6	7	8	9	10
30. Desire to do better than others	0	1	2	3	4	5	6	7	8	9	10
31. Desire to excel	0	1	2	3	4	5	6	7	8	9	10
32. Desire to be at the top of the class	0	1	2	3	4	5	6	7	8	9	10
33. Manners and politeness	0	1	2	3	4	5	6	7	8	9	10
34. Cleanliness	0	1	2	3	4	5	6	7	8	9	10
35. Care about personal appearance	0	1	2	3	4	5	6	7	8	9	10
36. Desire to work hard	0	1	2	3	4	5	6	7	8	9	10
37. Perseverance despite failure	0	1	2	3	4	5	6	7	8	9	10
38. Sticking to a difficult job	0	1	2	3	4	5	6	7	8	9	10
39. Cooperation in joint efforts with classmates	0	1	2	3	4	5	6	7	8	9	10
40. Helping others who have trouble with schoolwork	0	1	2	3	4	5	6	7	8	9	10
41. Helping others who are hurt	0	1	2	3	4	5	6	7	8	9	10
42. Curiosity about the world, e.g., farm life, other countries, etc.	0	1	2	3	4	5	6	7	8	9	10
43. Good behavior without strong discipline	0	1	2	3	4	5	6	7	8	9	10
44. Acceptance of children of different races or backgrounds	0	1	2	3	4	5	6	7	8	9	10
45. Acceptance of children who are different, who act strangely	0	1	2	3	4	5	6	7	8	9	10

46. Independence of others	0	1	2	3	4	5	6	7	8	9	10
47. Initiative	0	1	2	3	4	5	6	7	8	9	10
48. Ability to function on their own	0	1	2	3	4	5	6	7	8	9	10
49. Self control	0	1	2	3	4	5	6	7	8	9	10
50. Self discipline	0	1	2	3	4	5	6	7	8	9	10
51. Lessening of impulsiveness	0	1	2	3	4	5	6	7	8	9	10
52. General behavior in the classroom	0	1	2	3	4	5	6	7	8	9	10
53. Behavior outside the classroom	0	1	2	3	4	5	6	7	8	9	10
54. Control of hostile impulses	0	1	2	3	4	5	6	7	8	9	10
55. Psychological energy	0	1	2	3	4	5	6	7	8	9	10
56. Physical energy	0	1	2	3	4	5	6	7	8	9	10
57. Ambition to "be somebody"	0	1	2	3	4	5	6	7	8	9	10
58. Ambition to improve themselves in life	0	1	2	3	4	5	6	7	8	9	10
59. Lessening of shyness	0	1	2	3	4	5	6	7	8	9	10
60. Lessening of absenteeism	0	1	2	3	4	5	6	7	8	9	10
61. Ease in talking to strangers	0	1	2	3	4	5	6	7	8	9	10
62. Social poise	0	1	2	3	4	5	6	7	8	9	10
63. Ability to speak before others without fear	0	1	2	3	4	5	6	7	8	9	10
64. Lessening of fear of injury	0	1	2	3	4	5	6	7	8	9	10
65. Ability to sit still in class	0	1	2	3	4	5	6	7	8	9	10
66. Ability to refrain from talking in class when it is not permitted	0	1	2	3	4	5	6	7	8	9	10
67. Attention to what the teacher says	0	1	2	3	4	5	6	7	8	9	10
68. General level of attention in class	0	1	2	3	4	5	6	7	8	9	10
69. Doing things in a prompt and orderly way	0	1	2	3	4	5	6	7	8	9	10
70. Ability to take criticism without being hurt or discouraged	0	1	2	3	4	5	6	7	8	9	10
71. Leadership qualities	0	1	2	3	4	5	6	7	8	9	10
72. Ability to make their own decisions wisely	0	1	2	3	4	5	6	7	8	9	10
73. Self control even when teacher is out of the classroom	0	1	2	3	4	5	6	7	8	9	10
74. Obedience	0	1	2	3	4	5	6	7	8	9	10
75. Ability to think rationally	0	1	2	3	4	5	6	7	8	9	10
76. Ability to think critically, to question what they read and are told	0	1	2	3	4	5	6	7	8	9	10
77. Courage to say what they think	0	1	2	3	4	5	6	7	8	9	10
78. Acceptance of new ideas, new ways of doing things	0	1	2	3	4	5	6	7	8	9	10
79. Understanding and acceptance of sex role	0	1	2	3	4	5	6	7	8	9	10
80. Ability to reconcile the differences between what is taught them at home and at school	0	1	2	3	4	5	6	7	8	9	10

81. Ability to concentrate	0	1	2	3	4	5	6	7	8	9	10
82. Ability to pay attention for long stretches of time	0	1	2	3	4	5	6	7	8	9	10
83. General level of interest in school	0	1	2	3	4	5	6	7	8	9	10
84. Acceptance of parents and family	0	1	2	3	4	5	6	7	8	9	10
85. Creativity	0	1	2	3	4	5	6	7	8	9	10
86. Honesty (lying, cheating, stealing)	0	1	2	3	4	5	6	7	8	9	10
87. General level of competitiveness	0	1	2	3	4	5	6	7	8	9	10
88. General level of cooperativeness	0	1	2	3	4	5	6	7	8	9	10
89. Ability to tolerate delay in gratification	0	1	2	3	4	5	6	7	8	9	10
90. Lessening of general anxiousness	0	1	2	3	4	5	6	7	8	9	10
91. Lessening of anxiousness about school	0	1	2	3	4	5	6	7	8	9	10
92. Lessening of anxiety about taking tests or having schoolwork evaluated	0	1	2	3	4	5	6	7	8	9	10
93. Ethical understanding - knowledge of the "do's" and "don'ts" regarding others	0	1	2	3	4	5	6	7	8	9	10
94. Ethical feelings - appreciation of and regard for the feelings of others	0	1	2	3	4	5	6	7	8	9	10
95. Spatial and mechanical abilities	0	1	2	3	4	5	6	7	8	9	10
96. Feelings of ease in interacting with adults	0	1	2	3	4	5	6	7	8	9	10
97. Feelings of ease in interacting with other children	0	1	2	3	4	5	6	7	8	9	10
98. Self esteem	0	1	2	3	4	5	6	7	8	9	10

TEACHER QUESTIONNAIRE

Reactions to ADNS Program

To all teachers:

We are taking a poll of teacher reactions to the All-Day Neighborhood School Program in your school, and would be most grateful for your cooperation in filling out the enclosed brief questionnaire.

It will not be necessary for you to sign your name. We ask simply that you indicate the grade level you are now teaching. Kindly return the questionnaire in the envelope provided.

We appreciate your cooperation and look forward to receiving the questionnaire shortly.

1a. Are you now working with an ADNS (group,club) teacher?
    Yes___ No___
 b. If yes, how long have you been working with an ADNS teacher?______

2a. If you are not now working with an ADNS teacher, have you ever worked with one? Yes___ No___

3. Do you feel that working with an ADNS teacher has helped you -
 a. in your own professional growth?
    very much___ much___ some___ very little___ not at all___
 b. in teaching academic skills and subject matter?
    very much___ much___ some___ very little___ not at all___
 c. in broadening your general program?
    very much___ much___ some___ very little___ not at all___
 d. in your understanding of your children?
    very much___ much___ some___ very little___ not at all___
 e. in any other way?
    yes___ no___
    How?____

4a. Do you feel that the ADNS program has made any change in those children of your class who have been a part of it?
    Yes___ No___ Not sure___
 b. If yes, please tell briefly in what way?______________________

5. Please indicate grade level you are now teaching.______________

INTERVIEW SCHEDULE - TEACHERS

Area I.

1. Can you tell me something about what you consider to be your own main satisfaction about teaching?_______________________________
2. Now what would you say frankly, are your main dissapointments and dissatisfactions about teaching?_______________________________
3. Can you give me a description of your feelings about teaching starting from the time you began to teach until the present?_______
   (Each time the respondent mentions a change of feelings or attitudes, probe for the causes of the change, especially as they may be related to the type of pupils and their social class and ethnic characteristics -- try to talk about her 'case history' of feelings about teaching in terms of her emotional expression about them, rather than merely describing what her attitudes were.)
4. What about your feelings about teaching now? What are your present feelings? What do you find particularly satisfying?______________

Area II.

5. What would you say the main goals should be for a school in this kind of low income neighborhood? Try to express your ideas in terms of three or four explicit goals (or more, if you think it appropriate) and explain what you mean by each one._______________
6. What are your ideas on why some of these children are slow to learn and show poor achievement for their grade level - What factors account for this?____
7. What are your ideas on why conduct and behavior problems occur as frequently as they do in your school - What are your theories about this?____
8. What does your school do in the way of overcoming the learning difficulties of the low-income or culturally-disadvantaged children in their kind of community?____________________________________
9. How effective do you think it is in this regard? What are your reasons for feeling this way?____
10. Have you seen any outstanding cases where the child has dramatically made a turn for the better in his interests, learning and behavior as a result of his experiences in this school? Can you describe a case to me and what you think may have accounted for the change?
11. How often do you feel this happens? In which grade or grades is this most likely to occur? Why?____
12. If you could have free reign to change anything or everything in this school and enough budget to do it, what do you think could be done to improve the achievement, happiness, cultural awareness and behavior of children? (Probe for what kinds of methods, special programs, activities, facilities, changes of teacher attitudes, etc.)____

13. If the "ideal" program methods and facilities existed in your school, do you think these children could achieve on a level equal to that of children in a suburban or middle income neighborhood school? Why do you say this? Can you give me all the reasons that go into your thinking about this?____________________

Area III.

14. Can you give me your ideas on how the background of the children in your school affect their performance, conduct, and social cultural awareness? Being as explicit and frank as you can, what do you think of such factors as neighborhoods, parents' attitudes and intelligence, and racial and ethnic factors?____________________
15. Now, how do these factors have their effect on the individual child?
16. If you were in charge of a training program to prepare new teachers for working in a school neighborhood such as yours, what would you have them understand so as to realistically cope with the problem and be effective and helpful? What should they come to really understand about the children, the neighborhood, the parents and family of the children?____________________

Area IV. (For ADNS school staff only)

17. Tell me all you know about the All-Day Neighborhood School Program - its organization, methods, goals and personnel.____________________
18. How effective do you think the ADNS program is? Why do you think so? Can you give me examples to illustrate what you mean?__________
19. How do you get along with the ADNS teachers? Are they helpful to you in your work? Explain what you mean - perhaps an example or two would help?____________________
20. How do you get along with them personally and socially?__________
21. Do you think ADNS teachers are especially well trained for their kind of assignments and goals?____________________
22. As people, do their backgrounds, personalities and understandings especially fit them for their job? How does the average regular classroom teacher compare to them in these qualities?__________

Area V. (For Control school staff only)

23. Have you heard of the All-Day Neighborhood School Program?__________
24. If so, tell me all the things you know about it and give me your opinions as to how worth-while and effective you think it might be.

____

TEACHER ATTITUDE SURVEY

Introduction

This questionnaire is meant to give us an understanding of the experiences and feelings of teachers in your kind of school. Our research project has no interest in a personal or professional evaluation of you as an individual. As a matter of fact, we will not allow anyone outside of the research staff to be able to identify the answers of any respondent. This, of course, applies to all supervisory and administrative personnel.

We wish you would answer frankly, since it is only through your candor and feelings of responsibility that this research can be of service in improving education and helping teachers.

1. If you were to give in three brief sentences the three main points of your philosophy of education, what would they be?_____________

2. I would like you to think back and try to remember what you thought it would be like to teach school before you actually started to be a teacher. Put a check (✓) on the line below, between each pair of words which describes what you expected teaching to be like before you began working as a teacher.
   For example, if you remember feeling that teaching would be a little more difficult than half way between easy and difficult you should check the line as follows:

   EXAMPLE:
   Easy |______|______|__✓___|______| Difficult

   a. Boring |______|______|______|______| Stimulating

   b. Children friendly to teacher |______|______|______|______| Children hostile to teacher

   c. Children friendly to each other |______|______|______|______| Children hostile to each other

   d. School administration friendly to teachers |______|______|______|______| School administration hostile to teachers

   e. Slow learners will remain slow learners regardless of methods used |______|______|______|______| Slow learners can become bright with proper methods

f.	Personally more interested in gifted children	Personally more interested in average children
g.	Personally more interested in slower children	Personally more interested in average children
h.	Feeling of being a professional	Feeling of being a white collar worker
i.	Preference for teaching in upper middle class area	Preference for teaching in an economically deprived area
j.	Personally interested in subject matter (math, English, etc.)	Personally interested in child and his development as person
k.	Personally convinced child's major need is to master reading and learning skills	Personally convinced child's major need is for affection and a wholesome environment

3. How do you feel about your job now? Place an "X" on each line above to indicate your present feelings about each of the dimensions. (Use the same lines as for Question 2.)

4. What would you say are the major drawbacks, if any, in teaching in a school in this kind of community?______________________________

5. What would you say are the major satisfactions, if any, in teaching in a school in this kind of community?__________________________

6. Being as realistic as you can, do you think that improved methods and services in your school can raise the levels of the children to those found in the typical middle-class or suburban public schools?

   In Academic Achievement - Certain___ Likely___ Possible___ Unlikely___ Impossible___

   In Conduct and Moral-Ethical Standards - Certain___ Likely___ Possible___ Unlikely___ Impossible___

   In General Awareness of Cultural, Social and Natural Environment - Certain___ Likely___ Possible___ Unlikely___ Impossible___

7. In view of your answers to question 6, what changes do you think should or could be made in curriculum, methods or services to raise

children in your school to the levels of the typical middle-class or suburban public school?______________________________

8. Look at the chart below, entitled "Percentages of Causes". In the chart fill in the percentage numbers according to your opinions of how much each factor affects each criterion. The percentages assigned to each criterion should add up to 100%.
For each of the criteria mentioned in question 6, I want you to assign percentages according to the degree you feel the following are responsible for determining the characteristics of the children in your school.

PERCENTAGE OF CAUSES

Academic Achievement	Conduct Moral-Ethical Standards	Emotional & Personality Adjustment	Awareness of Cultural, Social & Natural Envir.
a. Society in General (as it affects family & child)_____%	Society in General(as it affects family & child)_____%	Society in General (as it affects family & child)_____%	Society in General(as it affects family & child)_____%
b. Family Background _____%	Family Background _____%	Family Background _____%	Family Background _____%
c. Biological Heredity_____%	Biological Heredity_____%	Biological Heredity_____%	Biological Heredity_____%
d. The School _____%	The School _____%	The School _____%	The School _____%

9. Now for each criteria (a,b,c, and d) in question 8, I would like your comment on why you assigned the percentages the way you did.
   a. Academic Achievement______________________________
   b. Conduct and Moral-Ethical Standards______________________________
   c. Emotional and Personality Adjustment______________________________
   d. Awareness of Culture, Society, and Nature______________________________

10. To what extent would you agree with the following statements:

    a. It is not the parents' fault that most children in this school show limited achievement; rather, it is mainly the fault of the social and economic factors working on the family.
    Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

b. Special school programs and services for the child can do a lot to overcome the limiting influence of the family. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

c. Most of these kinds of parents do not really care and so the school has no special obligation to change the attitudes and motivations of their children. Agree strongly___ Agree somwhat___ Neutral___ Disagree somewhat___ Disagree strongly___

d. The children in this school have just as much native intelligence and ability as the children in the typical middle class or suburban school. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

e. The school should limit itself to instructing the child in basic learning skills and spend less time on social services. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat__ Disagree strongly___

f. All children have a natural curiosity; the school's major job is to find out what the child is interested in and build on that. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

g. Talk about the "whole child", the "needs of children", "learning by doing", group experience and cooperation may sound fine to some people, but these are impractical notions when it comes to really trying to educate children. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

h. Most teachers in this school do almost everything they possibly can for the children. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

i. The children in this school do not have as much opportunity to achieve and succeed as the typical child in a middle class or suburban school. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

j. With certain important changes, the school could do a much better job than it now does, even with the same budget. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

k. One of the major problems with underprivileged children is that they do not spend enough time in school. Time spent in school (during the day, weekends, summer) should be extended (if it does not mean extra work for teachers). Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

11a. On the whole what would you say about the morale of the teachers in your school? (Check one.) Extremely high___ Very high___ High___ Neutral___ Low___ Very low___ Extremely low___

b. What would be your estimate of the percentage of teachers in your school who would really want to continue teaching in this kind of community rather than being transferred to a middle income or upper income community?________________________________

c. What are your comments about this?________________________________

d. What are your estimates in percentages of the number of children in your school who can be said to have the following attitudes?
Respect for their teachers___% Affection for their teachers___%
Desire to learn more___% Desire to become good adult citizens___%
Desire to do well in school___% A real sense of moral and ethical feelings___% A desire to behave well in school___%

QUESTIONS ONLY FOR STAFF IN ADNS SCHOOLS

12a. Does your school have an All-Day Neighborhood School Program?
Yes___ No___

b. Are you a regular classroom teacher or an ADNS teacher?
ADNS teacher___ Classroom teacher___

13. If you are a classroom teacher, does an ADNS teacher work with your class? Yes___ No___

14. In your opinion how does the ADNS program affect children in the following areas? (If you do not work with an ADNS teacher, answer according to your general impression).

a. Stimulates interest in the classroom subject matter.
Very much___ Much___ Somewhat___ Very little___ Not at all___

b. Stimulates general interest in knowledge.
Very much___ Much___ Somewhat___ Very little___ Not at all___

c. Makes school work more pleasant and less fearful for the children.
Very much___ Much___ Somewhat___ Very little___ Not at all___

d. Helps regular teacher in working with the children.
Very much___ Much___ Somewhat___ Very little___ Not at all___

e. Helps regular teachers in their rapport with the children.
Very much___ Much___ Somewhat___ Very little___ Not at all___

f. Helps in dealing with special problem children.
Very much___ Much___ Somewhat___ Very little___ Not at all___

g. Improves children's performance in subjects taught by regular teachers. Very much___ Much___ Somewhat___ Very little___ Not at all___

h. Improves conduct of children. Very much___ Much___ Somewhat___ Very little___ Not at all___

i. Improves emotional and personality adjustment of children. Very much___ Much___ Somewhat___ Very little___ Not at all___

j. Helps children to work and play better together. Very much___ Much___ Somewhat___ Very little___ Not at all___

k. Helps children to be more fluent in their speech and writing. Very much___ Much___ Somewhat___ Very little___ Not at all___

l. Helps them to be more creative and imaginative individuals. Very much___ Much___ Somewhat___ Very little___ Not at all___

16a. In which grade do you think the ADNS program is most effective?___
b. Why?____

17a. In which grade do you think the ADNS program is least effective?___
b. Why?____

18. What are your opinions about ADNS teachers? For each of the statements below indicate how much you agree or disagree:

a. They are too theoretical and do not realize the practical problems of dealing with children. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

b. They help the regular teachers to better understand the problems of underprivileged children. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

c. They are well trained to do the job they are supposed to do. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

d. They have a "superior" attitude toward regular teachers. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

e. They think they are accomplishing a lot more good than they actually are. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

f. They are really dedicated to the task of helping underprivileged children. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

g. They work harder and take their jobs more seriously than other teachers. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

h. They bring new and useful ideas about teaching underprivileged children to other teachers in the school. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

i. As people, they are usually kinder and more understanding than most teachers. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

j. They are easier to get along with than most people. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

k. They use effective methods of discipline and make it easier to handle children in the regular classroom. Agree strongly___ Agree somewhat___ Neutral___ Disagree somewhat___ Disagree strongly___

19a. What would you list as the good points of ADNS teachers?________

b. What would you list as the negative qualities of ADNS teachers?__

____

PARENT QUESTIONNAIRE

We are trying to find out about ways to improve our schools and what we can do to help your children. These questions are not for the purpose of knowing about you as an individual. In fact, we do not want you to put your name on this. Your cooperation in answering these questions will be much appreciated and will help us to do more for your children. There are no right or wrong answers.

The school your child goes to is P.S.___(Leave blank if you do not know.)
The teacher's name is_______(Leave blank if you do not know))
The principal's name is______(Leave blank if you do not know.)

Directions: Place an "X" in one box for each question.

1. Is your child improving in his schoolwork?
   _____very much _____some _____not at all _____don't know
2. How much help does your child get at home with his homework?
   _____very much _____some _____not at all _____don't know
3. How much does your child like school?
   _____very much _____some _____not at all _____don't know
4. How concerned do you think the teachers and the principal at the school are about you and your child?
   _____very much _____some _____not at all _____don't know
5. Does the school help your child stay out of trouble in the neighborhood?
   _____very much _____some _____not at all _____don't know
6. Does your child seem to be happy in school?
   _____very much _____some _____not at all _____don't know
7. How much is the school helping your child become a better reader?
   _____very much _____some _____not at all _____don't know
8. How much do you read aloud to your child?
   _____very much _____some _____not at all _____don't know
9. Has your child become more helpful around the house because of what he has learned in school?
   _____very much _____some _____not at all _____don't know
10. Has the school helped your child behave better at home?
    _____very much _____some _____not at all _____don't know
11. Has the school helped you to understand your child better?
    _____very much _____some _____not at all _____don't know
12. Has the school helped you to do more things with your child?
    _____yes _____no _____don't know

13. Put an "X" in the boxes below for all the things that you really think your child could be when he (she) grows up. Check as many as you want; add jobs that are not listed.

Girls

_____Nurse
_____Dancer
_____Doctor
_____Machine Operator
_____Teacher
_____Housewife
_____Technician
_____Factory Worker
_____Dress Maker
_____Waitress
_____Artist
_____Secretary
_____ __________ (fill in)

Boys

_____Machinist
_____Businessman
_____Teacher
_____Doctor
_____Truck Driver
_____Lawyer
_____Office Worker
_____Artist
_____Musician
_____Factory Worker
_____Fireman
_____Policeman
_____ __________ (fill in)

14a. Is the school your child goes to doing anything special that ordinary schools don't usually do to help the children?
_____yes _____no _____don't know

b. What special things, if any, is your child's school doing to help him or her? ____

15. Is there an after school club program for children in your child's school?
_____yes _____no _____don't know

16a. Is your child a member of one of these clubs?
_____yes _____no _____don't know

b. Which club is your child a member of?__________________________

17. In your opinion, does the club help your child?
_____very much _____some _____not at all _____don't know

18. Are you active in any way in your child's club?
_____yes _____no Please Explain____________________

19. Are you in any way active in the school?
_____yes _____no

20. If you have any comments or opinions on what your child is doing or not doing, please tell us.______________________________________

QUESTIONARIO PARA LOS PADRES

Estamos buscando la forma de mejorar nuestras escuelas y de ayudar a sus hijos. Estas preguntas no tienen el proposito de entrometerse en sus asuntos personales. Es más, no queremos su nombre. Le agradeceremos mucho, su cooperación, la cuál nos servira para ayudar más a sus hijos. No hay respuestas correctas o incorrectas.

La escuela de su hijo es la escuela pública número____(Deje esto en blanco si no está seguro de la respuesta.)

El nombre del maestro es______(Deje esto en blanco si no está seguro de la respuesta.)

El nombre del director es______(Deje esto en blanco si no está seguro de la respuesta.)

Instrucciones: Ponga una "X" en una casilla para cada pregunta.

1. ¿Está mejorando su niño en sus labores escolares?
   _____mucho _____un poco _____nada _____no sé
2. ¿Cuanta ayuda en la tarea recibe el niño en casa?
   _____mucho _____un poco _____nada _____no sé
3. ¿ Le gusta la escuela al niño?
   _____mucho _____un poco _____nada _____no sé
4. ¿ Cuanto cree usted que los maestros y el director se preocupan de usted y de su nino?
   _____mucho _____un poco _____nada _____no sé
5. ¿Ayuda la escuela a que su niño se mantenga fuera de líos en el barrio?
   _____mucho _____un poco _____nada _____no sé
6. ¿ Está su niño contento en la escuela?
   _____mucho _____un poco _____nada _____no sé
7. ¿ Cuanto contribuye la escuela a que su niño lea mejor?
   _____mucho _____un poco _____nada _____no sé
8. ¿Le lee usted a su niño en alta voz?
   _____mucho _____un poco _____nada _____no sé
9. ¿Contribuye lo que su niño ha aprendido en la escuela a que él le ayude más en las cosas de la casa?
   _____mucho _____un poco _____nada _____no sé
10. ¿Ha contribuído la escuela a que su niño se porte mejor en la casa?
    _____mucho _____un poco _____nada _____no sé

11. ¿Le ha ayudado la escuela a usted a comprender mejor a su niño?
_____mucho _____un poco _____nada _____no sé

12. ¿Le ha ayudado la escuela a usted a hacer más cosas en cooperación con su niño?
_____si _____no _____no sé .

13. Ponga una "X" en todas la casillas de las siguientes que su niño pudiera ser cuando sea grande.

Ninas
_____Enfermera
_____Ballarina
_____Médico
_____Operadora de maquinarias
_____Maestra
_____Ama de casa
_____Trabajadora de factoria
_____Modista
_____Artista (pintora,escritora)
_____Camarera
_____Secretaria
_____Técnico
_____ ________(Otra)

Ninos
_____Mecánico
_____Hombre de negocios
_____Maestro
_____Camionero
_____Abogado
_____Artista (pintor, escritor)
_____Trabajador de oficina
_____Músico
_____Trabajador de factoría
_____Bombero
_____Policia
_____Agente de seguros
_____ ________(Otra)

14a. ¿Le escuela a que va su nino hace algo especial para ayudar a los niños que no hacen otras escuelas?
_____si _____no _____no sé

b. ¿Cuáles son estas cosas especiales que hace la escuela?___________

15. ¿Hay algún para después de las clases o algún programa diario escolar del barrio para los niños en la escuela a que va su niño?
_____si _____no _____no sé

16a. ¿Es su niño miembro de uno de estos clubes?
_____si _____no _____no sé

b. ¿Que club?____

17. ¿Cree usted que el club ayuda a su niño?
_____mucho _____un poco _____nada _____no sé

18. ¿Hace usted algo en el club de su niño?
_____si _____no

19. ¿Hace usted algo en la escuela?
_____si _____no

20. ¿Tiene usted algo que decir sobre lo que su niño hace o deja de hacer?
____.

INTERVIEW SCHEDULE - PARENTS

Parent's Name____________________Address__________Phone Number______

1. How many children do you have?__________
2. How many are in school?__________
3. Is there someone home in the afternoon when your child (children) come home from school?__________
4. Have you ever been contacted by the parent group at school?________
5. If so, in what way?______________________________

6a. Do you have any comments about what the parents should or should not be doing at school?______________________________

b. Are you active in the parent group at school?__________

7. If "yes"to question 6b ask: How? (probe for specifics about what parent has done, including volunteer time).____________________
8. How welcome does the parent's group make you and your friends feel? very welcome___ welcome___ neutral___ unwelcome___ very unwelcome___
9. Why is this true?______________________________
10. Do you have any suggestions as to what the parent's group might do to make you and your friends more welcome?____________________
11. How interested does the school seem to be in getting parents to participate?______________________________
12. How welcome does the school make you and your friends feel? very welcome___ welcome___ neutral___ unwelcome___ very unwelcome___
13. Why is this true?______________________________
14. Do you think parents should participate in school?__________
15. Do they participate as much as you feel they should?__________
16. If not, why don't they?______________________________
17. What could the school do to get parents to participate more?______
18. Does the school supply as much information as parents want? (probe for possible information wanted but not obtained)________________
19. If you remember would you try to tell us how many times you visited the school this year?____________
20. What did you do there? (probe for specifics)____________________

School

21. Could you tell us how you feel about the school--whether or not you are satisfied with its work?______________________________
22. How would you rate the school? very good___ good___all right___ poor___ very poor___
23. Why is this true?______________________________
24. What do you like most about the school?____________________
25. What do you like least about the school?____________________
26. Do you think that many children in the school have trouble learning?______________________________

27. If so, why do you think they do?____
28. Could the school do anything to improve the achievement of children in school?____

Community

30. Do you belong to any clubs or organizations? (probe for all groups)
____
31. What do these organizations do?(ask only if not clear)____
32. What do you do in these organizations?____
33. Have you ever taken part in any neighborhood activities or groups?____
34. Please explain.____

The Child

35. Has your child changed in any way as a result of his work at school?
36. In what ways?____
37. Has the school helped your child in any way?____
38. How?____
39. Has it helped your child in the use of his leisure time?____
40. How?____
41. Does your child get along better with other children because of his work in school?____
42. (get along better) With his family at home?____
43. Has the school helped you to understand your child better?____
44. Has the school helped you to do more things with your child?____
45. Have you ever read aloud to your child?____
46. How much?____
47. What do you do when your child misbehaves?____
48. How do you feel a child should behave in school?____
49. What do you think the teacher should do when he (she) doesn't behave that way?____
50. How do you feel a child should behave at home?____
51. What do you think parents should do when he doesn't behave?____
52. Are there any comments you would like to make on the way your child behaves at home and at school?____
53. Does your child have any special problems?____
54. What?____

After School

55. Do you know of any after-school programs at school?____
56. What?____
57. Does your child take part in these (this) program?____
58. What do children do in the program?____
59. Has the program changed your child in any way?____
60a. Does the program help the children do better in school?
don't know___ very much___ much___ some___ very little___ not at all___

b.Why?____

61a.Does it make the children more interested in school?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

62a.Do the children seem better behaved because of it?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

63a.Does it help the children work and play with each other better?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

64a.Do the children seem to work better with adults because of it?
don't know___ much___ very much___ some___ very little___ not at all___
b.Why?____

65a.Do they seem to have more curiosity and interest in the world around them because of it?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

66a.Do they seem more interested in reading because of it?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

67a.Are they more helpful at home and outside of school because of it?
don't know___ very much___ much___ some___ very little___ not at all___
b.Why?____

68. If they have not mentioned ask: Do you know about the ADNS or club program?____

69. Have you ever talked with the ADNS (club) teacher or gone to the club programs? (probe for what they have done)____________________

INTERVIEW SCHEDULE - PARENT LEADER

(Chairman of the School Parent Group)

Name____________________ Address______________ Phone number_________

1. What is the name of your group?_____________________________________
2. What office do you hold?____
3a.How long have you been chairman (or president)?_____________________
 b.How long were you a member of the group before that?_______________
4a.Do you have any children in this school?____________________________
 b.If so, how many and what grades are they in?________________________
5a.How many members in your group?_____________________________________
 b.How many really active members, those you can always count on to work?____
6a.How does the membership this year compare with last year?_________
 b.How does it compare with the year before?___________________________
7a.Has there been any real change - growth or decline - in membership in the past five years?____
 b.If so, what accounts for the change?________________________________
 c.Any other important change in the membership of the group?________
8. How did you first become involved in parent activities? (Was there one person or event responsible, for example?)__________________
9a.Have you been active in any other community groups as a result of your work in the school?____
 b.If so, which ones?____
10a.Do you belong to other organizations?_______________________________
 b.Which other organizations?____
 c.What office do you hold, if any?____________________________________
 d.Were you active in other groups before you became active in the school?____
 e.If so, what?____
11a.About how many people from the school staff regularly come to your meetings and activities? Number_____________
 b.Please list the types of people (teachers, administrators, other personnel).____
 c.What do they do when they come?_____________________________________
12a.Are they helpful? Always___ Often___ Sometimes___ Never___
 b.Do they tend to talk too much or dominate the discussions? Always___ Often___ Sometimes___ Never___
 c.Do they encourage activity? Always___ Often___ Sometimes___ Never___
 d.Do they discourage activity? Always___ Often___ Sometimes___ Never___
13a.Do you feel that more of the school staff should participate?______
 b.If so, how strongly do you feel about this? very strongly___ strongly___ rather strongly___ not very strongly___

14. How interested does the school seem to be in getting parents to participate? very interested___ interested___ doesn't care much either way___ discourages participation___ discourages very much___
15a. What are your duties as chairman?______________________________
b. Could you tell us something about what you personally have done this year (specifics on activity and time spent on each)?__________
16a. If you can remember, would you try to tell me about the activities of the parent group this year? First let's talk about meetings, then other affairs? What meetings were held? (probe for what was done or discussed at the meetings)______________________________
b. What other affairs were sponsored? (probe for details)___________
17a. If you can remember, will you tell me what was done last year with regard to meetings?______________________________
b. What other affairs were sponsored last year?____________________
18a. In the last five years has there been any change in the type of activity that your group sponsors?______________________________
b. If so, what?______________________________
19. In your opinion, why should parents take part in school activities?
20a. Has your group raised any money for the school this year?__________
b. How much?______________________________
c. For what purpose will it be used?______________________________
d. How much was raised last year?______________________________
e. For what purpose?______________________________
21a. How do you plan your meetings and other work? (Who decides what will be done? How is it decided?)______________________________
21b. How much of your group's time is devoted to raising money?________
22. Is there any information that you and other parents would like to get from the school - about the children or what is done in the school?______________________________
23a. Does the school supply as much information as parents want?_______
b. Is there any information it refuses to give?_____
c. What?______________________________
24a. Has the school encouraged the parents to do other things in the community, outside the schools?______________________________
b. What?______________________________
25. Do you have any suggestions about what the school should or should not be doing (for the children or the community)?______________
26a. Does the school do anything to help parents with their children at home? (schoolwork or behavior)______________________________
b. If so, what?______________________________
27a. Do the parents in your school participate enough in school activities?
b. If not, why not?______________________________
28. What can the school do to get parents to participate more? (probe for specifics)______________________________
29. What can the parents' group do to get parents to participate more?
30a. Are any special techniques used to get parents to participate?_____
b. If so, what?______________________________

31. Do you know how the achievement scores of children in this school compare with those in other areas - such as suburban areas?
much higher___ higher___ about the same___ lower___ much lower___

32. Why do you think that many children have so much trouble learning in school -- reading arithmetic, etc.? How much of it has to do with the children themselves, and how much with the home and school? (probe to find out exactly what they think of the shortcomings of these three are and what is most responsible for low achievement)__

33a. What could the home do to improve the achievement of children in the school? (probe for specifics)______________________________
b. What could the school do to improve the achievement of children in the school? (probe for specifics)______________________________

34a. Are there groups of parents who voice dissatisfaction with the school?__________________
b. How many?____
c. What are their complaints?______________________________

ONLY FOR PARENTS WHOSE CHILDREN ATTEND ADNS SCHOOLS

35. Do you know about the ADNS program?__________________________
36. What effect, if any, do you think it has on the children?_________

37a. Does it help the children to do better in school?
don't know___ very much___ much___ some___ very little___ not at all__
b. Does it make the children more interested in school?
don't know___ very much___ much___ some___ very little___ not at all___
c. Does it help the children to work and play better together?
don't know___ very much___ much___ some___ very little___ not at all___
d. Do the children seem better behaved because of ADNS?
don't know___ very much___ much___ some___ very little___ not at all___
e. Do the children seem to work better with adults because of ADNS?
don't know___ very much___ much___ some___ very little___ not at all___
f. Do they seem to have more curiosity and interest in the world around them because of ADNS? don't know___ very much___ much___ some___ very little___ not at all___
g. Are they more helpful at home and outside of school because of ADNS?
don't know___ very much___ much___ some___ very little___ not at all___
h. Do they seem more interested in reading because of ADNS?
don't know___ very much___ much___ some___ very little___ not at all___

38. How do you think most parents in the school would rate the work of the school? very good___ good___ all right___ poor___ very poor___.

39. What is the ethnic breakdown of officers and members of your group?
Negro______________ Puerto Rican___________ Other______________

INTERVIEW SCHEDULE - CITIZEN LEADER
(Chairman of the School Citizen Commitee)

This schedule is identical with the one used with Parent Leaders, except for reference to Citizens' Committee.

STANDARDIZED INSTRUMENTS

Metropolitan Achievement Tests, Form Am/Intermediate Reading Test. New York: Harcourt, Brace & World, Inc., 1958.

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Otis Quick-Scoring Mental Ability Tests: New Edition, Beta Test: Form Fm. Otis, Arthur S. New York: Harcourt, Brace & World, Inc., 1954.

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SRA Junior Inventory, Form S, Grades 4-8. Remmers, H.H. and Bauernfeind, Robert H. Illinois: Science Research Associates, 1955, 1957.

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Revised OScAR (Observation Schedule and Record) 2-a. Medley, Donald M., and Mitzel, Harold E. New York: *Journal of Educational Psychology.*

Revised Social Responsibility Scale. Harris, D. "A Scale for Measuring Attitudes of Social Responsibility in Children", *Journal of Abnormal and Social Psychology*, LV (1957), 322-26.

Ohio Social Acceptance Scale. Raths, Louis. Revised by the Bureau of Educational Research of the Board of Education of the City of New York.

APPENDIX B

DETAILED COMMENT FROM QUESTIONNAIRES

PART I

OPINION QUESTIONNAIRE ON STAFF GOALS, Detailed Treatment

This section contains verbatim quotations from 18 ADNS administrators about the major goals of the ADNS program. When statements are essentially the same, the number of respondents making the statement is put in parentheses at the end of the quotation.

Confidence in Self and Relations with Others

Help children relate to other children, adults, small groups, self, and finally to the larger community. Confidence in adults; work and play with adults and peers. Children and adults have good time together.
Appreciate likenesses and differences. Ability to relate to and live with others. Feeling that he is part of a larger group, then an ever-expanding community.
Status with peers through success. Satisfactory adult patterns.
Appreciate and respect peers. Children, hostile to adults, learn that the teacher likes and respects them.
Socialize and work with their fellows.
Provides companions. Many of these children live in one room and are never allowed to bring children home. Brings teacher and child closer.
Better human relationship of teacher with children.
Understanding person in authority. Child can learn pleasure of obeying rules and limitations.

Intimacies in the group and friendships develop.
Friendliness and warmth of a one to one relationship in small groups. Encourages children to work and experiment with ideas and things.
He feels a sympathetic adult is interested in his welfare. It gives him an opportunity to work more closely with an adult in a small group.
Learns to get along with peers in a friendly, warm and recreational atmosphere.
Intimacy and good feeling with club teacher.
Gives feeling of security and belonging. Feelings evidenced by the way children greet teacher, the way they work with one another.
Through personal relationship with the child, they can supply adult interest, encouragement, and approval our children so often lack in their lives.
Children make quicker adjustment to school environ in small groups.

Individual Attention - Development of Individual Abilities

Discover individual abilities and needs of children and to use this knowledge to help the individual develop to his or her fullest.
Provides guidance for the individual as a result of knowing him better and having the opportunity to meet him in a less formal situation.
Children achieve according to abilities. Group work techniques free teacher to provide individual attention and individual activities.
Help child understand and realize his own abilities and potentials. Each child reached through his own interests and abilities.
Start from the individual child's interests and needs, rather than total class.
Small groups, more individual attention.

Individual Attention - Development of Individual Abilities (cont'd.)

Individual attention.
One-to-one relation with adults.
One-to-one relationship.
Guide individual child through his learning problems. Every individual can develop his own potential and his own individual rate - thus, success and self-esteem. Person in authority concerned with the individual child.
Child develops his own competence, his unknown potential, and is made aware of his shortcomings. Working with small groups enables teacher to become aware of changing interests and anticipate and provide for individual needs.
Each child treated more as an individual. Small group teaching helps in one-to-one relationship.
Children wanted and respected as individuals.
His particular needs are concentrated on. Stress in an individual progress rather than competitiveness with others.
Wholesome friendlier atmosphere on a one-to-one relationship. Each child is appealed to individually.
Talk over problems on one-to-one basis. Individual attention helps develop feeling of security and increases feeling of self which has a direct effect on their work in school and community. More individual instruction. Individual weaknesses are ascertained and corrected. Individual abilities discovered.
Work in small groups where individual can actively participate in every project.
More can be done in small groups.

Success & Self

To give children an opportunity to succeed in areas other than the verbal and academic until concepts are developed and confidence in self has been established.
To establish a positive "self-image" in the children - to faster security and independence.
Pride and assurance in self through success. Find areas of greatest success and fulfillment.
Self-image. Range of experiences in which the child could find some which would insure him some success and give him status in a peer group.
Sense of worth for children who have been "trampled on".
Better self-image. By not being pressured to cover areas of learning in a certain period of time, the teacher can work for success. This can apply to academic areas where children can realize success.
Self-image unblocks many childrens' previous resistances because of failure.
Healthy personality growth by acceptance of the slow learner and culturally and emotionally handicapped as well as gifted and privileged. Individual develops at his own rate, thus the child experiences success and gain in self-confidence and self-esteem.
Handles materials that give him feeling of success.
Feeling of security and self.

Success & Self (cont'd.)

Raise childs' self-image. Many of our children tend to think themselves unable to accomplish what other children take for granted is within their ability and scope.

Enriched Curriculum and Experience

Change and enrich curriculum in such a way that school becomes a happy place where children can achieve according to abilities.

Experiences not ordinarily found in a disadvantaged community. Experience to arouse curiosity, ability to look for additional experiences.

Extracurricular experiences (painting, clay work, music, dramatics, cooking, block-building, trips).

Develops interests in the child so he can be more resourceful (love of books, pursue an interest, talent or hobby). Encourage child and family to make use of resources of community, by means of trips.

Learning with understanding through use of many materials, experiences, approaches. Concepts are discovered through such activity.

Trips. Children become aware of many things not often noticed.

Varied and constructive experiences, explore and use materials, plan, compare, exercise critical evaluation.

Give underprivileged children experiences they otherwise could not have - trips, plays, movies, musicals.

Variety of experience in learning concepts. Learns to handle various materials (paints, play-blocks and crafts that may lead to hobbies). Exposure to dramatics, story telling, music, folk dancing and games. Plan parties, trips, intervisitation that children enjoy.

Help child explore many fields.

Appeal to senses through music, art, drama, story telling, experience charts.

Enriched curriculum - trips, many activities.

Experience and material to broaden the childs' horizons enable him to see a complex world into which he will fit as an adult.

Develop interests in many fields so that the childs' image of the world and its offering is rich, full and inviting - giving him the desire to participate in and live to his fullest capacity.

Prepares child to face an adult world by keeping him related to his own world first, by giving him many opportunities to recreate his own world first.

Constant contact with the world outside - the world is indeed their curriculum.

Curriculum Material that is Meaningful to the Child

To build curriculum on material meaningful to the child and gradually broaden his interests to encompass areas necessary to school success.

Understand environment in which they live, comparisons with others and plans to change their own, if needed.

Experiences within their understanding. We stand with the child at his level of understanding.

Curriculum Material that is Meaningful to the Child (cont'd)

Childs' learning must stand from where he is rather than where we think he should be.

Experiences which could concretize many of the abstract conceptions. Awareness of the verbal and written symbols which are translations of concrete experience.

Academic

Encourage the childs' development academically, through a variety of approaches so that each child will be reached through his own interests and ability.

Raise academic achievement of the children. We work within the curriculum areas but try to give the children experiences within their understanding.

Teacher Training

To conduct in-service training always aware of increasing one's ability.

Train teachers in use of creative materials and arts. Involve teachers in home-school projects. Make teachers more aware of children and their needs.

Continuous training of staff to find more meaningful motivation for children.

A major goal is teacher training in small group techniques.

A group teacher helps new teachers, works with them cooperatively. She is able to impart the newest methods she is gaining in her weekly workshops.

Work to classroom teachers to broaden scope of child's over-all experiences.

Help train college students and young teachers.

Team Teaching

In many cases, two teachers working together with a group with joint planning can accomplish more than one teacher.

Group teacher becomes specialist for the grade, acts as resource person for whole grade. Gathers materials and books which she lends to other teachers.

New Teaching Methods

Freedom for teachers to seek new ways of reaching the children and new methodology makes the program an exciting one.

Keep ADNS teachers alert to new trends.

Teacher not a slave of the curriculum. Experiment more widely.

Flexible curriculum to meet specific needs.

Through workshops and discussions among ourselves, to keep alert to needs of children and ways in which we can best satisfy them.

Self-Expression

Express feelings, ideas in relaxed atmosphere. Because every child has chance to talk, others can learn to listen attentively.

Creative self-expression by letting him seek out and choose the media and forms of expression for developing his own ideas.

Express thoughts, give opportunity for more oral expression.

Many children begin to participate in class work who ordinarily would never express themselves in a large group.

Culture and Creation

To expose children to as many cultural experiences as possible and to develop their individual creative ability through music, arts and crafts, dramatics, etc.

Use creative materials.

Opportunities for aesthetic and cultural growth by contact with arts.

The creative ability of the child is improved.

Play, Learning, Movement, Release of Tension

To provide for those children most in need an after-school program that is recreational yet related to school program.

Educate through play. Learn new words, new concepts: at times, even creating. Relax in a way they don't during the school day or even at home. Sit together for friendly, quiet snack. Free and creative play release emotions and tensions.

Keep children happy in a play-learning situation.

Teach through the method of dramatic play. We feel this is one of the most exciting and satisfying methods of learning.

Use of All the Senses

Child learns to use sense of feel, touch and hearing. Development of listening ability is outstanding in a small group.

Child does not only listen and memorize. Uses other senses (feeling, touching, doing).

Appeal to as many of his senses as possible, through art, music, drama, etc.

Leisure

Use the children's leisure hours to increase the childs' areas of interest and develop and broaden his skills both academic and non-academic.

Provide leisure time experiences with the performing arts: Saturday theatre, bringing in artists, etc.

Make constructive use of leisure.

Service

Responsibilities through meaningful services (noon canteen, bookmobile).

Render school service.

Assume creative responsibility on members of their community.

Human Relations

To learn the fundamentals of good human relations and to practice them.

Purpose

To provide a built-in purpose for a school that will affect teachers' attitudes towards children and consequently change and enrich curriculum in such a way that school becomes a happy place where children can achieve according to their abilities.

Innate Potential

Build firm conviction in all adults dealing with these children of their innate potential for growth and development.

Adventure

Make learning a continuous adventure.

Interdisciplinary

Basically good education means an interdisciplinary approach -- the skills and resource of all fields should be used in developing the full potential of the child.

Use education, recreation, psychology.

Child-Centered and Whole Child-Centered

Child-centered rather than subject-centered curriculum.

Development of the whole child. Concern for his social and emotional growth as well as growth in school subjects.

Leadership

Opportunities for natural leaders to emerge and opportunity to exercise these abilities.

Home and School

To lessen the gap between home and school and community by recognizing the contribution of the parent to the total need of the community and using parent and local citizens as resources and as volunteers in the school.

Miscellaneous

Experiences that "capture his dreams", translate these personal worlds into terms acceptable to others.

Body Control

Physical control of body, coordinated movements, release from tensions.

Movement

Children need time to move about, examine things, handle a variety of materials.

Reduce Tension

Release emotions and tensions through play.
Small intimate group encourages child to express negative, hostile feelings and express choices. Release tensions and pressures. Activities can be handled with greater ease that release tension.
Less formal atmosphere in small group lends itself to less tension and anxiety in learning.

Delinquency Control

Delinquency prevention. Keep children off street from 3 to 5 and engage them in purposeful activity.
Discourage delinquency.
Work with children with problems and prevent delinquency.

PART II

TEACHER QUESTIONNAIRE ON ADNS, Detailed Treatment

QUESTION 3

Do you feel that working with an ADNS teacher has helped you...very much, much, some, very little, not at all...

1. in your professional growth?
2. in teaching academic skills and subject matter?
3. in broadening your general program?
4. in your understanding of your children?

...has helped you... in any other way? How?

Findings:

1. Top ratings of respondents in the four categories -

	Number of respondents	Percent of respondents
Very much	57	24.5%
Much	59	25.4
Some	73	31.5
Very little	30	13.0
Not at all	13	5.6
Total	232	100.0

This means that, among respondents to this question, 24.6 percent said that the ADNS teacher had helped them very much in at least one of the four categories.

Another 25.4 percent said she had helped them much in at least one category.

Thus, a total of 50 percent of teachers said the ADNS teacher had helped them either very much or much in at least one of the four categories.

At the same time, 18.6 percent gave nothing higher than a very little or not at all rating in all of the four categories.

Of the 13 who responded not at all, one said that the ADNS teacher had helped her in "some other way."

2. Areas of Impact:

The area of greatest impact of the ADNS program on classroom teachers, as judged by respondents, was the "broadening your general program" response. Here 21.6 percent of respondents felt that they had benefited very much in this area, and other 20.8 percent felt that they had benefited much. Only 10.4 percent felt that they had benefited not at all.

The area of least impact seemed to be "teaching academic skills and subject matter." Here 6.1 percent felt they had benefited very much, 12.6 percent felt they had benefited much, but 25.5 percent felt they had benefited not at all.

3. Impact by length of exposure:

When attitudes are related to the length of the teachers' exposure to ADNS, high ratings in all four categories tend to be related to longevity of exposure. That is, the more experienced teachers give higher ratings.

The following percent responded very much in the four categories:

	2 yrs. or more experience		Less than 2 yrs. experience	
		N		N
professional growth	27.3%	(15)	6.8%	(12)
teaching skills and subject matter	12.7	(7)	4.0	(7)
broadening general program	32.7	(18)	18.2	(32)
understanding children	16.4	(9)	6.8	(12)

These relations are reversed at the level of "no influence at all", though the differences obtained at that level are hardly significant.

When attitudes were related to grade level of teachers, there seemed to be a light tendency for greatest benefit in the third grade, and greater benefit in the lower four grades than in the upper two.

Detailed responses by category and length of teacher exposure to ADNS

1. PROFESSIONAL GROWTH
Responses by Exposure Level

	6 months or less		Less than 2 yrs. more than 6 mos.		(Total Exposure)* Less than 2 yrs.		(Total Exposure) 2 yrs. or more	
Very much	7.7%	(8)	5.6%	(4)	6.8%	(12)	27.3%	(15)
Much	17.3	(18)	8.3	(6)	13.6	(24)	14.5	(8)
Some	35.6	(37)	37.5	(27)	36.4	(64)	27.3	(15)
Very little	15.4	(16)	12.5	(9)	14.2	(25)	14.5	(8)
Not at all	22.1	(23)	33.3	(24)	26.7	(47)	16.4	(9)
No response	1.9	(2)	2.8	(2)	2.3	(4)	-	(0)
	100.0	(104)	100.0	(72)	100.0	(176)	100.0	(55)

*Total from two preceding categories

2. TEACHING SKILLS AND SUBJECT MATTER

Responses by Exposure Level

	6 months or less	Less than 2 yrs. more than 6 mos.	(Total Exposure) Less than 2 yrs.	(Total Exposure) 2 yrs. or more
Very much	4.8%(5)	2.8%(2)	4.0%(7)	12.7%(7)
Much	14.4 (15)	5.5 (4)	10.8 (19)	18.2 (10)
Some	33.7 (35)	40.3 (29)	36.4 (64)	27.3 (15)
Very little	21.2 (22)	22.2 (16)	21.6 (38)	16.4 (9)
Not at all	24.0 (25)	29.2 (21)	26.1 (46)	23.6 (13)
No response	1.9 (2)	- (0)	1.1 (2)	1.8 (1)
	100.0 (104)	100.0 (72)	100.0 (176)	100.0 (55)

3. BROADENING GENERAL PROGRAM

Responses by Exposure Level

	6 months or less	Less than 2 yrs. more than 6 mos.	(Total Exposure) Less than 2 yrs.	(Total Exposure) 2 yrs. or more
Very much	22.1%(23)	12.5%(9)	18.2%(32)	32.7%(18)
Much	20.2 (21)	19.4 (14)	19.9 (35)	23.6 (13)
Some	36.5 (38)	34.7 (25)	35.8 (63)	21.8 (12)
Very little	10.6 (11)	19.4 (14)	14.2 (25)	9.1 (5)
Not at all	8.7 (9)	12.5 (9)	10.2 (18)	10.9 (6)
No response	1.9 (2)	1.5 (1)	1.7 (3)	1.9 (1)
	100.0 (104)	100.0 (72)	100.0 (176)	100.0 (55)

4. UNDERSTANDING CHILDREN

Responses by Exposure Level

	6 months or less	Less than 2 yrs. more than 6 mos.	(Total Exposure) Less than 2 yrs.	(Total Exposure) 2 yrs. or more
Very much	7.7%(8)	5.5%(4)	6.8%(12)	16.4%(9)
Much	15.4 (16)	18.0 (13)	16.5 (29)	23.6 (13)
Some	38.5 (40)	33.3 (24)	36.4 (64)	14.5 (8)
Very little	17.3 (18)	12.5 (9)	15.3 (27)	20.0 (11)
Not at all	20.2 (21)	30.7 (22)	24.4 (43)	23.6 (13)
No response	1.0 (1)	- (0)	.6 (1)	1.9 (1)
	100.0 (104)	100.0 (72)	100.0 (176)	100.0 (55)

Detailed responses by category and grade level

1. PROFESSIONAL GROWTH
Responses by Grade Level

	Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI	
Very much	8.3%	(4)	7.9%	(3)	14.0%	(6)	9.7%	(3)	11.1%	(3)	13.9%	(5)
Much	18.8	(9)	18.4	(7)	11.6	(5)	16.1	(5)	11.1	(3)	8.3	(3)
Some	37.5	(18)	26.3	(10)	41.9	(18)	32.3	(10)	29.6	(8)	36.1	(13)
Very little	10.4	(5)	23.7	(9)	11.6	(5)	16.1	(5)	7.4	(2)	16.7	(6)
Not at all	25.0	(12)	23.7	(9)	18.6	(8)	22.6	(7)	37.0	(10)	22.2	(8)
No response	-	(0)	-	(0)	2.3	(1)	3.2	(1)	3.8	(1)	2.8	(1)
	100.0	(48)	100.0	(38)	100.0	(43)	100.0	(31)	100.0	(27)	100.0	(36)

2. TEACHING SKILLS AND SUBJECT MATTER
Responses by Grade Level

	Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI	
Very much	2.1%	(1)	7.9%	(3)	2.3%	(1)	6.5%	(2)	11.1%	(3)	8.3%	(3)
Much	16.7	(8)	2.6	(1)	20.9	(9)	16.1	(5)	7.4	(2)	8.3	(3)
Some	33.3	(16)	34.2	(13)	37.2	(16)	35.5	(11)	33.3	(9)	30.6	(11)
Very little	18.8	(9)	23.7	(9)	20.9	(9)	29.0	(9)	14.8	(4)	19.4	(7)
Not at all	29.2	(14)	28.9	(11)	16.9	(8)	12.9	(4)	33.4	(9)	27.8	(10)
No response	-	(0)	2.7	(1)	-	(0)	-	(0)	-	(0)	5.6	(2)
	100.0	(48)	100.0	(38)	100.0	(43)	100.0	(31)	100.0	(27)	100.0	(36)

3. UNDERSTANDING CHILDREN
Responses by Grade Level

	Grade I		Grade II		Grade III		Grade IV		Grade V		Grade VI	
Very much	6.3%	(3)	10.5%	(4)	14.0%	(6)	6.5%	(2)	7.4%	(2)	11.1%	(4)
Much	27.1	(13)	13.2	(5)	16.3	(7)	16.1	(5)	18.5	(5)	13.9	(5)
Some	25.0	(12)	39.5	(15)	32.6	(14)	29.0	(9)	40.7	(11)	25.0	(9)
Very little	18.8	(9)	21.1	(8)	11.6	(5)	16.1	(5)	11.1	(3)	19.4	(7)
Not at all	22.9	(11)	15.8	(6)	25.6	(11)	32.3	(10)	22.3	(6)	27.8	(10)
No response	-	(0)	-	(0)	-	(0)	-	(0)	-	(0)	2.8	(1)
	100.1	(48)	100.1	(38)	100.1	(43)	100.0	(31)	100.0	(27)	100.0	(36)

4. BROADENING GENERAL PROGRAM
Responses by Grade Level

	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
Very much	14.9%(7)	23.1%(9)	39.5%(13)	16.7%(5)	18.5%(5)	25.0%(9)
Much	29.8 (14)	20.5 (8)	13.6 (6)	33.3 (10)	18.5 (5)	11.1 (4)
Some	31.9 (15)	30.8 (12)	38.6 (17)	33.3 (10)	25.9 (7)	33.3 (12)
Very little	8.5 (4)	7.7 (3)	13.6 (6)	13.3 (4)	22.2 (6)	16.7 (6)
Not at all	10.6 (5)	15.4 (6)	4.5 (2)	3.3 (1)	14.8 (4)	11.1 (4)
No response	4.3 (2)	2.6 (1)	- (0)	- (0)	- (0)	2.8 (1)
	100.0 (47)	100.0 (39)	99.8 (44)	99.9 (30)	99.9 (27)	100.0 (36)

QUESTION 3F

Do you feel that working with the ADNS teacher has helped you...in any other way?

Direct Responses to Question

No. of Responses	Category	
41	I	Help given to the classroom teacher: permitting her to work with a smaller group and individual children, thereby improving instruction.
12	II	Methods learned by teacher: own growth and change, insight into successful methods, understanding cultural background.

Responses not directly related to question

No. of Responses	Category	
12	III	Enrichment: preparing and planning of special programs, variety of activities, trips, experiences.
4	IV	Learning: better work with reading, social studies, etc., interest in learning, academic work, curiosity.
7	V	Small Groups: more effective grouping, etc.
8	VI	Creative Activities: music, drama, vocal work, arts, crafts, etc.
7	VII	Individual Attention and Work: personal or extra attention, individual work, guidance attention
4	VIII	Emotional and Social Growth: self confidence, better and more friendly relations, helps slower, shy child, helps the non-English speaking student adjust, friendlier relations between adult and child.
3	IX	Control: discipline, guidance of difficult children, children learn to respect, obey.
5	0	Negative or Indifferent:

Do you feel that working with the ADNS teacher has helped you... in any other way?

Direct responses to question (according to categories)

Category I

Help given to the classroom teacher:
permitting her to work with a smaller group and individual children, thereby improving instruction.

NOTE: (Individual responses are not listed in this category because all responses relate to only one variable -- the physical removal of children from the class by the ADNS teacher which gives the cooperating classroom teacher an opportunity to work with a smaller group.)

Category II

Methods learned by teacher:
own growth and change, insight into successful methods, understanding cultural background.

New forms in methods.
Gives me insight not only into the children and the subject matter - but often discuss with ADNS teachers methods of approach - why some thing is not working - what will make it work -- ADNS.
In gaining new ideas.
I have tried to tie in the activities of the ADNS teacher with classroom work and projects - it has worked out nicely.
Understanding children's interests and abilities.
Group activity behavior.
Procedures for group work, activities in social studies units, planning worthwhile trips.
Understanding the cultural socio-economic background of my children.
Sometimes an ADNS teacher points out some phase of a child's interests and home background that enlighten me and my attitude takes new form.
I received artistic inspiration and patience from watching and working with the ADNS teacher.
In my state of mind as a new teacher.
Emotionally.
The ADNS teacher has helped with vocal work since my voice is low-pitched.

Responses not directly related to question (according to categories)

Category III

Enrichment:
preparing and planning of special programs, variety of activities, trips, experiences.

Enriching children's experiences.
Enrichment activities that I have no time for in class, e.g., library skills, reference books.
Enrichment of source materials.
In enriching the class program.
It gives the children a wonderful opportunity to experience a variety of activities and helps to augment my class program.
The children have had additional experience. The ADNS teachers have assisted in developing special projects.
In planning and preparing special programs.
Certain projects or units carried out in great detail would have been impossible except with two or more teachers.
By carrying out parts of the program that time would not permit a classroom teacher to complete.
Very many field trips were taken throughout the city that were beneficial.
Diversifying activities in an interesting way.
I think ADNS offers many advantages to the children.

Category IV

Learning:
better work with reading, social studies, etc., interest in learning, academic work, curiosity.

Broadening of children's concepts in all curriculum areas.
Increase in the children's interest in learning, stimulating other children to seek additional learning activities and appreciate what they already have.
In making the social studies area more alive for the children.
Giving the children opportunities for experiences in social studies and science.

Category V

Small groups:
more effective grouping, etc.

Giving children more experience and small group training than can be done in the regular classroom.
It has proven to me that ADNS program is worth-while and necessary for children who need group work.
In more effective grouping of children for social and work activities.
It has given the children opportunities for experiences that would be more difficult to do and less valuable for the children in an entire class situation.

Category V (cont'd.)

Allowing opportunity to meet with smaller group of children.
All the participants gained by being able to individualize work and play through smaller groups.
I have found it helped the slow, shy child - he is given more opportunity in small group.

Category VI

Creative activities

music, drama, vocal work, arts, crafts, etc.

Using creative dramatics as an aid to self expression.
The teacher I worked with many years ago stimulated the children and class teacher to do some creative art work and dramatics.
Help in producing a dramatic program.
She has introduced much in the way of arts and crafts.
Ideal for arts and crafts.
Arts and crafts.
Helped with preparations for class play - scenery and costumes.
When our class had our play, the ADNS teacher taught the children the words and music of five songs.

Category VII

Individual attention and work

personal or extra attention, individual work, guidance attention

In giving more personal attention to its children.
Able to individualize work and play.
Giving special attention to those who need it.
Gives my children who go extra attention they need - opportunity to do individual work with teacher.
It has given the children a chance to receive individual help and guidance.
More individual attention to children.
Allowing an opportunity whereby individual attention could be given to children and projects could be launched and completed successfully.

Category VIII

Emotional and social growth

self-confidence, better and more friendly relations, helps slower shy child, helps the non-English speaking student adjust, friendlier relations between adult and child.

ADNS has enabled many of my problem children to relate in a friendly and personal atmosphere and to feel close to a person in authority.
An intangible self-confidence - this carries over to academic skills.
I feel that the ADNS teacher has created a friendlier attitude between educators and students.
It helped the non-English speaking children adjust to their new environment sooner.

Category IX

Control

discipline, guidance of difficult children, children learn to respect, obey.

Relieved somewhat the pressure of many children with little inner controls.
Children learn to respect and obey other teachers not in their classroom.
Guidance of difficult girls.

Category O

Negative or indifferent

In observing the paucity of quality in this ill-conceived melange.
The only way I find out what my children are doing is by asking them. Sometimes there is a great deviation from the prescribed program.
There has been absolutely no contact between the classroom teacher and the ADNS teacher - no follow through in the classroom.
To increase my frustration and to avoid the program hereafter.
To realize what a "phoney" lip service program the ADNS operates and vow to never participate in such a hypocrisy.

QUESTION 4A

Do you feel that the ADNS program has made any change in those children of your class who have been a part of it?..yes, no, not sure...

EXPOSURE LEVEL	YES	NO	NOT SURE	TOTAL NO. OF RESPONDENTS
6 months or less (Exposure in present and past)	51.9%(54)	11.5%(12)	36.5%(38)	100%(104)
Less than 2 yrs., more than 6 months (Exposure in past)	35.1 (20)	36.8 (21)	28.1 (16)	100%(57)
Less than 2 yrs., more than 6 months (Exposure in present)	62.5 (10)	6.3 (1)	31.3 (5)	100%(16)
2 yrs. or more (Exposure in past)	60.7 (17)	21.4 (6)	17.9 (5)	100%(28)
2 yrs. or more (Exposure in present)	70.8 (17)	12.5 (3)	16.7 (4)	100%(24)
TOTAL NO. OF RESPONSES	118	43	68	229
No exposure at all (past or present)	25.6%(10)	20.5%(8)	53.8%(21)	39

QUESTION 4B

Do you feel that the ADNS program has made any change in those children of your class who have been a part of it? Please explain briefly.

No. of' Responses	Category	
13	I	Verbal fluency and language learning: more expressive, talks more, participates in discussion.
29	II	Other learning, motivation: reinforcement of classroom situation and learning.
29	III	Security and feeling of self: confidence, poise, less frustration.
24	IV	Social growth: sense of belonging, relations with peers, better work in small groups.
23	V	Individual attention and relations with adults.
14	VI	General attitude toward school or toward ADNS.
22	VII	Enrichment: enriched background, experience.
11	VIII	Miscellaneous.
12	0	Negative or indifferent.

Question:

Do you feel that the ADNS program has made any change in those children of your class who have been part of it? If yes, please tell briefly in what way?

Responses: (according to categories)

Category I

Verbal Fluency and language learning

more expressive, talks more, participates in discussion.

Gained confidence in oral expression.

They have gained more confidence in oral expression.

They talk more freely.

Children have been able to express themselves more freely.

The children are more able to express themselves. They participate in discussions and bring many worthwhile materials.

Some of the children are willing to express their ideas in class. The others are more conscious about expressing themselves.

Category I (cont'd.)

Vocabulary enrichment.
Children speak more fluently.
Do better in language skills.
Improved attitude toward participation, language arts activities - particularly oral expression.
It has enriched their experiences in language arts through the small group atmosphere.
Children are free to express themselves when they are in small groups.

Category II

Other Learning, Motivation
reinforcement of classroom situation and learning.

Increased receptivity to academic learning.
Children learn more.
Children show a greater interest in learning.
More interest in work, increased skills.
Increase in the children's interests in learning; stimulating other children to seek additional learning activities and appreciate what they already have.
It has broadened their interests in such areas as science, independent work.
Children enjoy doing social studies.
They have learned more of the facts relative to their social studies.
Others have added interest in content of reading and social studies.
Progress in reading.
Has facilitated reading program.
It has awakened the slower children a great deal.
The slow learner often finds that he is able to function well in an informal setting.
Has provided a source of interest for those children with little or no academic ability.
Some of my problems in the small group situation are able to listen and learn.
Children were better able to learn in small group situation.
They have a definite direction in which to guide their natural curiosity.
They also have more opportunity for creative expression.
Developing talents and skills.
It has increased the children's enthusiasm of art experiences and increased their motivation in school generally.
Very strong motivation to interpret and understand their environment. Acquire a sense of belonging to environment.
Do better in art work.
In small groups individuals have been helped in craft work.
Teaching correct use of arts and craft supplies.
The children enjoy music and it has been an excellent outlet for them. (They are very active children.)
Increased love of music and singing. Teacher truly and dearly showed she loved music, her enthusiasm and spirit were contagious.

Category II (cont'd.)

Has developed their appreciation of music.
They have shown a greatly increased interest in music.
Cultivated wider horizons through music.

Category III

Security and Feeling of Self

confidence, poise, less frustration.

In smaller groups individuals have been helped socially and emotionally.
It has helped them to grow emotionally.
I believe there has been a favorable change in the mental outlook of some children.
The concerted effort of two adults working with a child who presents some problem or displays some need, has resulted in a more well-adjusted child.
It exposed the child to another personality which in turn helps children to mature quickly socially.
A sense of self respect, confidence, freedom to express themselves through the individual attention provided.
Some children become more settled, more reliable, and more self-assured.
Child gained confidence in his abilities.
These children have gained confidence in themselves and their abilities.
They have more poise.
They each feel a greater sense of security.
It has made them feel more sure of themselves because of the different interpretation of subject matter in the ADNS room.
The children seem much less inhibited generally.
Believe the children feel more relaxed.
In dealing with small groups the ADNS has given each child some more individual attention thus giving the child a greater sense of importance and security.
The feeling of accomplishment and pride in their projects.
Children are not as restless as before.
Relaxes them - has given them the opportunity to be special, even envied, by classmates.
The children have time during the day to be in a free and less disciplined atmosphere - consequently, many of them have become less hostile and more relaxed.
All of my children take part. They receive recognition and status because of smaller groups and don't feel as anxious about their shortcomings.
The program provided a change of pace for a group of frustrated children who were achieving on a very low level.
Disturbed pupils get an opportunity to work out some resentment.
Shy, immature children participate more actively in classroom routine.
Extra work given by the ADNS teacher to shy children helped "bring them out".
It helped a few withdraw children to become a more vital part of the class. It helped an aggressive boy find suitable outlets for his angers and frustration.

Category III (cont'd.)

Some shy children gain assurance in telling or showing the rest of the class something they have learned in the small group.
Some of the children are not as shy.
It has helped the withdrawn child.
One very difficult, unhappy child has shown tremendous improvement.

Category IV

Social Growth

sense of belonging, relations with peers, better work in small groups.

Better social behavior.
Expanded their social experience.
Benefit from small groups. Time for personal relationships.
Improved social behavior.
Progress in interpersonal relationships.
Less desire to take part in outside "gang" activities.
Children felt they belonged to a group.
The children have learned to be part of a group and work for the good of all.
Children learned to work in groups cooperatively.
They have a sense of the group and working together.
Many children have learned to work and play with others and to share things.
Some have learned how to work and get along with other children and adults.
It has helped them to work in a group, increased their friendships, relieved some of their tensions.
It has provided children with opportunity to work in smaller groups.
For many of them, the only opportunity to play with other than siblings.
In my case, children have been involved with their peers in social activities.
They have matured socially and tensions relaxed when they find themselves accepted by their peers.
Pointed up potential leadership qualities; aware of working together.
More participation in group activities. Ability to share increased; greater maturity.
Children seem to have added incentive to do group activities.
Children adjust more easily in group situations. Share what they have learned in an ADNS after-school group with others in the class.
Sharing and cooperating with others.
Children are more cooperative.

Category V
Individual Attention and Relations with Adults

More opportunities arise for individual attention.
It has given the children a great amount of extra attention which they needed.

Category V (cont'd.)

They got individual attention which they sorely needed.
Receiving individual attention.
Allows them more of the individual attention they demand.
A chance for the children to be reached individually daily.
Smaller groups permit more permissiveness and more individual attention.
Improved social adjustment through increased individual attention to needs.
More individual attention, ability to work in small groups.
I had a difficult group at the time very much in need of individual attention. Many were distrubed and under guidance with various agencies.
It enabled me to work with smaller groups of children and so I was able to understand them better and they me.
They like the idea of getting attention in a smaller group and working with another teacher.
Greater facility in identifying with adults.
Learned to accept other adults more easily if the class teacher was cooperative.
Working in smaller groups - greater freedom and personal teacher-student relationships.
The children satisfy a craving for closer relationships with the teacher. This can be done when the class is divided into groups.
It has enabled them to work on an individual basis with an adult who has given them help with their individual problems.
By breaking the class into smaller groups each child is able to gain more personal attention and experience with the ADNS teacher and myself.
Some have been able to relate to and learn from another adult whatever that adult had to offer.
Children relate more to the teacher, have closer contact with the teacher, feel secure with a teacher.
It has given them another adult to relate to.
The teacher can pay more attention to the individual needs of each child, also show more affection and informal teaching experiences.
These children have had the benefit of closer supervision and more individual attention from the ADNS teacher and from me.

Category VI
General Attitudes Toward School or ADNS

I know that those of my children who have been with the ADNS enjoyed this contact unusually. They looked forward to club and being part of the activities there.
Enjoy working very much with the teacher. Children look forward to the ADNS period.
The children involved are always very interested in the club's activities. They can hardly wait to go to club. They are always bringing in different articles for club projects.
Children seem much more satisfied with the work they do in these small groups.
I do know that children in club look forward to it.

Category VI (cont'd.)

The children were eager to work with the ADNS teacher and felt it was a special treat for them.

They are very eager to go to club and seem to be responding to their teacher.

Delighted to work with club teacher.

Seem to enjoy it.

They are highly stimulated.

They seem to enjoy going.

Cooperative school spirit. Eager to come to school.

I feel that ADNS has made school a more personal thing for my children.

Most of the children enjoy the group program and some develop a little more positive attitude toward school.

Category VII

Enrichment
enriched background, experience

They have a more enriched background.

Background in experience is enriched.

It enriched their experiences.

My childred have been fortunate. Both teachers have been interested in enriching cultural level.

Enrichment.

Deprived pupils have enriching experiences.

Broadens experiences and interests.

Broadening experiences.

More varied experiences.

Children receive valuable experiences they would not otherwise have.

It has given the children the opportunity of gaining some knowledge of activities we cannot have in the classroom - broadening their experiences.

Has given the children richer and more diversified experiences of learning and creative activities.

I believe the children have benefited from new experiences and hope this may have a bearing on their language improvement and adjustment to school.

Much more extra-curricular activities can be carried on.

Children are taking part in a varied program.

If the ADNS teacher is skilled and accomplished, she can plan and carry out with classroom teacher unusual and interesting units, etc.

The group teacher provided enrichment for a social studies unit on New York City.

The trips are especially good for our children.

The ADNS teacher cooperated with me in stressing and carrying out my health program and in enriching the background of my group.

They have had the opportunity to see many things they would never have seen.

The trips with small groups have worked out very beneficially with every group.

The one child in my class who is in the club program has very few experiences of any kind outside her home and own class other than the after school program of ADNS. At least she has this.

Category VIII

Miscellaneous

More as a reinforcement of the morals, higher levels of aspiration, etc. that the regular teacher tries to represent.

My remembrance of the ADNS program is that it is warm, helpful and very worthwhile.

It helps children in adapting to a classroom situation.

Many have found there are periods of creativity and therefore benefit in the regular setting.

They are as interested in their work as ever.

We worked on reading improvement through social studies.

All children got a double dose of help. In this sense, ADNS helped tremendously.

They enjoy the opportunity of a change.

In my opinion only the after school activities are of any value and you don't need a full-time teacher for that.

It is very essential for the success of the program that the group teacher is not a novice but an experienced person and if possible, with some special talent or aptitude that the class teacher may be lacking so that they may complement each other.

In previous years I'd have checked the superlative for all of these questions as the ADNS teacher was tops. Program, benefit derived depends on teachers.

Category 0

Negative or Indifferent

The less formal atmosphere with ADNS results in inability to work quietly, well upon return to class.

The children's discipline has become too free.

Children have less self-control when they return.

Perhaps some have become more curious, creating at times a behavior problem. Their discipline seems to suffer - they lose classroom ways - problem of group returning to classroom situation.

Several of my pupils were admitted to the program. Those children who could not adjust immediately to the program were quickly dropped.

Those children who attend are well behaved children - they show an interest in all work - this was evident before ADNS.

The children have wasted valuable time that should be spent in remedial reading.

They resist it and wish to leave.

No obvious change as a rule. Much depends on ADNS as well as the way in which practice follows theory.

Doesn't seem to be any change. I know most of them enjoy it but they don't talk about it and when I ask I get no real reaction.

I believe that the program greatly depends on the individual ADNS teacher and my single experience was a poor one.

From observation of program I feel teacher funds could be used to better advantage.

PART III

PRINCIPAL'S QUESTIONNAIRE, Data on Schools, Detailed Treatment

The following is a comparison of data obtained from the Principal's Questionnaire which was administered twice during the time of the study. The 1962-63 data are listed without parentheses; the 1963-64 data are indicated in parentheses.

	E_1	E_2	E_3	C_1	C_2	C_3
1. Age of School	47	13	39	51	6	2½
	(-)	(-)	(-)	(-)	(-)	(-)
2. Capacity of School	1500	950	1260	1190	1055	1209
	(1600)	(950)	(1200)	(1190)	(1055)	(1209)
3. Pupil Attendance	1220	654	1206	1535	946	861
	(1340)	(590)	(1140)	(1674)	(781)	(1298)
4. Percent of Children receiving free lunch	58.0%	53.5%	57.6%	27.7%	50.5%	90.5%
	(67.9%)	(58.1%)	(58.0%)	(36.8%)	(58.1%)	(92.9%)
5. Percent of Children living in public housing	-	23.0%	0.0%	0.0%	48.0%	0.0%
	(-)	(-)	(-)	(-)	(-)	(-)
6. Percent of Children from families on relief	65.0%	25.0%	35.0%	35.0%	30.0%	45.0%
	(50.0%)	(25.0%)	(50.0%)	(40.0%)	(35.0%)	(-)
7. Percent of Children from broken homes	50.0%+	25.0%+	33.0%	50.0%	-	40.0%
	(-)	(-)	(-)	(-)	(-)	(-)
8. Ethnic Population, 5 yrs ago						
Negro	14.0%	27.0%	88.0%	8.0%	20.0%	-
Puerto Rican	50.0%	40.0%	12.0%	42.0%	67.0%	-
Other	36.0%	33.0%	0.0%	41.0%	13.0%	-
9. Ethnic Population						
Negro	20.0%	88.0%	28.0%	10.0%	26.0%	79.0%
	(20.0%)	(85.0%)	(28.0%)	(6.0%)	(28.0%)	(66.0%)
Puerto Rican	65.0%	12.0%	43.0%	74.0%	58.0%	20.0%
	(65.0%)	(15.0%)	(43.0%)	(82.0%)	(56.0%)	(28.0%)
Other	15.0%	0.0%	29.0%	17.0%	16.0%	1.0%
	(15.0%)	(0.0%)	(29.0%)	(12.0%)	(16.0%)	(6.0%)

	E_1	E_2	E_3	C_1	C_2	C_3
10. Significant changes in ethnic composition in last five years	N + O -	More deviant behavior problems	-	PR + O -	Better pupils	None
11. Use of school after 3 p.m. 1 - ADNS 2 - After school center 3.- Evening community center 4 - Tutorial program	1,2,3 (1,2,3,4)	1 (-)	1,3 (1)	2,3 (2,3,4)	3 (3,4)	2,3 (2,3,4)
12. Number of teachers	53 (65)	37 (37)	52 (51)	57 (59)	32 (29)	40 (54)
13. Percent of regular certified teachers	68.4% (78.8)	68.0% (70.3)	70.0% (67.0)	64.0% (51.0)	69.0% (61.0)	53.7% (73.8)
14. Number of new teachers	12 (20)	0 (5)	10 (9)	9 (15)	1 (2)	2 (21)
15. Division of principal's time						
Supervision	25.0%	15.0%	50.0%	39.0%	20.0%	25.0%
Administration	55.0%	45.0%	30.0%	37.0%	40.0%	75.0%
Guidance	10.0%	15.0%	10.0%	8.0%	20.0%	---
Community	10.0%	25.0%	10.0%	16.0%	20.0%	---
16. Parent group members	200 (300)	- (-)	293 (300)	325 (365)	- (172)	- (150)
17. Parents who came to open house	450 (-)	- (-)	355 (-)	274 (-)	- (337)	- (349)
18. Number of parent meetings per school year	10	-	10	6	(8)	(5)
19. Attendance at parent meetings	75	-	50	35	(30)	(50)
20. School provide adult education courses	no	-	no	no	yes	no

Among Negro teachers 6 out of 17 (35.3%) were rated excellent, 6 (35.3%) were rated good, and 5 (29.4%) were rated average..Among "other" teachers,6 out of 56 (10.7%) were rated excellent, 18 (32.1%) were rated good, and 32 (57.1%) were rated average.

Characteristics of teachers rated "excellent" or "good" as contrasted with those rated "average" or "other" or "inexperienced".

	Excellent or Good Rating		Average, Other, or Inexperienced Rating		
	N	%	N	%	Total
Negro Teachers	12	70.59%	5	29.41%	17
"Other" Teachers	24	31.17%	53	68.83%	77
Female Teachers	35	40.23%	52	59.77%	87
Male Teachers	14	40.00%	21	60.00%	35

PART IV

PUPIL INTERVIEW, Detailed Treatment

PUPIL INTERVIEW: Other Children

Do you have close friends in class?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
1 child	24	6	19	10	-.070	.642	-1.228	n.s.
2 children	29	8	36	10	.039	.680	.65	n.s.
3 children	28	12	32	12	.031	.783	.45	n.s.
4 or more	38	93	33	92	-.031	.813	-.43	n.s.
None	9	5	8	2	.016	.396	.46	n.s.

Are there any children you don't want in class?

1 child	30	25	25	21	-.008	.682	-.13	n.s.
2 children	22	21	10	21	-.094	.645	-1.649	n.s.
3 children	7	6	12	10	.008	.444	.21	n.s.
4 or more	5	11	9	11	.031	.468	.76	n.s.
None	60	62	68	61	.070	.889	.89	n.s.

SCHOOL PREFERENCES

Tell me what you do in school that you like.

Academic Work	97	109	104	113	.023	.704	.37	n.s.
Recreation	48	64	38	51	.023	.918	.28	n.s.
Creative Activity	25	42	37	43	.086	.888	1.102	n.s.
Other Activity	7	19	12	15	.070	.591	1.346	n.s.
Teacher, Adult	5	16	4	19	-.031	.560	-.62	n.s.
Other Children	4	6	5	8	-.008	.366	-.25	n.s.
Child Mentions Club	19	16	3	3	-.023	.477	-.55	n.s.
No Mention of Club	109	110	125	126	.000	.486	0	n.s.
Likes Everything	1	3	2	5	-.008	.235	-.38	n.s.
Nothing Liked	1	0	1	0	.000	.125	0	n.s.

What subjects do you like in school?

Reading	88	96	96	106	-.016	.842	-.22	n.s.
Math	87	86	75	90	-.125	.914	-1.543	n.s.
Social Studies	35	45	37	59	-.094	.846	-1.253	n.s.
Science	21	30	25	39	-.039	.714	-.62	n.s.
Other Academic	7	15	2	13	-.023	.539	-.48	n.s.
Creative	28	44	43	54	.039	.908	.48	n.s.
Recreation	41	61	30	47	.023	.935	.28	n.s.
Likes all Subjects	3	5	1	1	.016	.250	.73	n.s.
Nothing Liked	1	1	2	0	.016	.124	1.454	n.s.

SCHOOL, NEGATIVE

What don't you like about school?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Academic Work	37	42	20	35	-.055	.826	-.75	n.s.
Recreation	7	6	3	4	-.016	.396	-.46	n.s.
Creative Activity	4	4	2	3	-.008	.266	-.33	n.s.
Other Activity	1	4	1	9	-.039	.341	-1.300	n.s.
Teacher, Adult	11	23	9	39	-.141	.684	-2.350	.025
Other Children	17	36	24	29	.109	.643	1.912	n.s.
Child Mentions Club	1	0	1	1	-.008	.153	-.57	n.s.
No Mention of Club	124	123	127	122	.031	.279	1.240	n.s.
Dislikes Everything	1	0	0	1	-.008	.088	-1.000	n.s.
Nothing Disliked	40	15	50	26	-.008	.808	-.11	n.s.

What subjects don't you like?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Reading	26	24	14	22	-.078	.635	-1.393	n.s.
Math	13	22	22	19	.094	.692	1.541	n.s.
Social Studies	23	28	20	22	.023	.758	.34	n.s.
Science	5	11	6	16	-.031	.468	-.76	n.s.
Other Academic	3	9	9	6	.070	.420	1.892	n.s.
Creative	3	3	7	4	.023	.365	.72	n.s.
Recreation	4	4	2	2	.000	.307	0	n.s.
Dislike all Subjects	1	0	0	0	-.008	.088	-1.000	n.s.
Nothing Disliked	52	40	56	41	.023	.883	.29	n.s.

SOURCES OF INTEREST, CURIOSITY

What are you most interested in; is there anything you'd like to find out about?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Intellectual Orientation Schoolwork	24	6	26	9	-.008	.658	-.14	n.s.
Intellectual Orientation Other	49	53	45	48	.008	.856	.105	n.s.
Physical Orientation	3	1	4	2	.000	.281	0	n.s.
Pure Recreation	7	3	6	3	-.008	.387	-.24	n.s.
Family	3	1	1	1	-.016	.217	-.84	n.s.
Friends,siblings	0	0	0	4	-.031	.175	-2.07	.05
Artistic Orientation	9	2	8	2	-.008	.344	-.27	n.s.
Orientation to Mass Media	4	3	10	4	.039	.405	1.08	n.s.
Occupational Orientation	9	9	6	2	.031	.415	.84	n.s.
All Other	6	11	6	5	.047	.394	1.34	n.s.

PREFERRED ACTIVITIES

Of all the things you do (whether it's at home, in your neighborhood, or at school) what do you like best?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Intellectual Orientation Schoolwork	22	21	22	18	.023	.737	.35	n.s.
Intellectual Orientation Other	4	7	9	5	.055	.339	1.83	n.s.
Physical Orientation	19	35	17	32	.008	.715	.13	n.s.
Pure Recreation	25	26	35	34	.016	.793	.23	n.s.
Family	12	16	14	14	.031	.627	.56	n.s.
Friends	9	9	5	11	-.047	.432	-1.24	n.s.
Artistic Orientation	4	7	5	10	-.016	.396	-.46	n.s.
Orientation to Mass Media	12	2	9	7	-.063	.392	-1.80	n.s.
Occupational Orientation	3	4	3	4	.000	.332	0	n.s.
All Other	7	11	5	9	.000	.502	0	n.s.
Go to Club	3	2	0	0	-.008	.198	-.44	n.s.

PROBLEMS IN SCHOOL

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Has anyone ever treated you badly in school?								
Yes	61	54	44	50	-.102	.831	-1.397	n.s.
No	67	71	83	77	.078	.819	1.083	n.s.
What happened? (When you were treated badly)								
Badly treated by children only	27	43	15	32	-.008	.758	-.12	n.s.
Badly treated by teachers only	22	2	24	14	-.076	.511	-1.733	n.s.
Badly treated by both children and teachers	2	7	1	2	.031	.279	1.240	n.s.
Badly treated (source of treatment unspecified)	5	0	2	0	-.023	.233	-1.095	n.s.
Was it fair or unfair? (Being treated badly)								
Fair	8	4	6	3	-.008	.406	-.22	n.s.
Unfair	47	47	28	41	-.102	.877	-1.308	n.s.
Do you like to come to school in the morning?								
Yes	117	90	113	83	.023	.715	.37	n.s.
No	10	36	14	43	-.023	.715	-.37	n.s.
Do you have trouble with schoolwork?								
Yes	97	83	76	85	-.141	.750	-2.136	.05
No	34	44	50	39	.164	.751	2.485	.025

PROBLEMS IN SCHOOL (cont'd.)

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Do you get any help with your schoolwork?								
Yes	114	118	113	122	-.039	.567	-.78	n.s.
No	13	9	15	5	.047	.545	.96	n.s.
FEELINGS ABOUT SELF								
What would you like to change about yourself if you could?								
Behavior, conduct, personality	15	8	18	10	.008	.494	.18	n.s.
Appearance	38	29	39	35	-.039	.757	-.58	n.s.
Skills in School	6	3	6	3	.000	.355	0	n.s.
Other Skills	0	0	3	0	.023	.152	1.77	n.s.
Surroundings	5	1	3	2	-.023	.293	-.89	n.s.
Everything	4	1	1	0	-.016	.217	-.84	n.s.
Nothing	32	48	42	54	.031	.869	.40	n.s.
All Other	5	2	4	4	-.023	.293	-.89	n.s.
If you could be anyone else, who would you be?								
Famous, glamorous person	42	39	42	42	-.023	.891	-.29	n.s.
Particular vocation other than school	19	5	21	7	.000	.547	0	n.s.
Person in School	8	8	4	5	-.008	.406	-.22	n.s.
Parent, adult relative	9	6	12	6	.023	.493	.52	n.s.
Grown-up	8	5	9	12	-.047	.450	-1.18	n.s.
Other Child	7	15	11	9	.078	.541	1.63	n.s.
Basic self-critical change	3	3	0	3	-.023	.265	-1.000	n.s.
Myself or no one	15	32	19	23	.102	.719	1.59	n.s.
All Other	3	2	2	3	-.016	.280	-.64	n.s.
When you look at yourself in the mirror, how do you feel about yourself?								
General Positive	48	45	52	47	.016	.773	.24	n.s.
General Negative	18	12	15	13	-.031	.546	-.65	n.s.
Good Appearance	7	3	2	3	-.039	.292	-1.50	n.s.
Bad Appearance	19	12	11	11	-.055	.579	-1.08	n.s.
Neutral; nothing	5	12	7	10	.031	.485	.72	n.s.
Ambivalent	5	8	1	3	.008	.366	.25	n.s.
All Other	1	3	9	4	.055	.339	1.83	n.s.
SOURCE OF WORRY								
What is the one thing that worries you the most? (What kind of worries do you have)								
Scholastic Achievement	20	26	25	13	.141	.673	2.39	.025
Disciplinary problems	8	4	9	4	.008	.406	.22	n.s.

SOURCE OF WORRY (cont'd.)

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
People hurt, ill	27	18	25	20	-.031	.687	-.51	n.s.
Self hurt, ill	16	4	8	6	-.078	.446	-2.00	.05
Death, separation from loved one	2	5	6	4	.039	.364	1.22	n.s.
Other Children as Threat	5	2	3	4	-.031	.330	-1.07	n.s.
Irritability at little Things	8	3	8	3	.000	.397	0	n.s.
Big Universal Problems	2	1	2	1	.000	.217	0	n.s.
All Other	7	6	10	6	.023	.477	.55	n.s.
Nothing	18	58	27	66	.008	.909	.10	n.s.

ETHNICITY

Do you think people pick on you or dislike you because of your nationality or race?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Yes	53	24	40	31	-.156	.798	-2.20	.05
No	73	98	79	94	.078	.829	1.07	n.s.

PRIMARY SOURCE OF AID

If you had a problem, whom would you talk to about it?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Mother only	62	63	72	70	.023	.846	.31	n.s.
Father only	14	12	8	10	-.031	.468	-.76	n.s.
Both mother and fath.	21	18	20	18	-.008	.595	-.15	n.s.
Other relative or guardian	5	7	6	7	.008	.294	.31	n.s.
Friends or siblings	13	2	12	9	.016	.532	.34	n.s.
School authority	23	13	16	13	-.055	.606	-1.02	n.s.
Doctor, priest, policeman, etc.	1	1	2	2	.000	.177	0	n.s.
No one	4	13	4	11	.016	.773	.39	n.s.
All other	1	1	1	1	.000	.546	0	n.s.

AFTER SCHOOL

What do you do after school? Outside the school?

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
Intellectual orientation: schoolwork	56	13	46	14	-.086	.764	-1.265	n.s.
Intellectual orientation: other	3	4	2	6	-.023	.343	-.77	n.s.
Physical orientation	32	85	36	101	-.094	.757	-1.403	n.s.
Pure recreation	36	50	38	46	.047	.840	.64	n.s.
Family	34	6	34	17	-.086	.676	-1.433	n.s.
Friends, siblings	22	58	36	72	.000	.803	0	n.s.
Artistic orientation	3	5	2	4	.000	.307	0	n.s.
Orientation to mass media	43	6	29	19	-.211	.749	-3.197	.005
Occupational orientation	1	0	2	0	.008	.153	.57	n.s.
All other	3	2	4	2	.008	.294	.31	n.s.

	E (Pre) N	E (Post) N	C (Pre) N	C (Post) N	Mean Diff. (E-C)	S.D.	t	P
MATERIAL ASPIRATION								
If your family had more money, what would you like them to do with it?								
Move to another locality	34	48	39	48	.039	.757	.582	n.s.
Added comfort	55	49	41	47	-.094	.778	-1.36	n.s.
Get luxuries	20	17	16	29	-.125	.664	-2.12	.05
Correct deprivation	22	23	27	20	.063	.811	.88	n.s.
Save, plan for future	12	22	16	16	.078	.705	1.26	n.s.
Share, give to others	9	18	4	10	.023	.539	.48	n.s.
Travel	18	40	19	39	.016	.742	.24	n.s.
Leave decisions up to parents	1	0	2	0	.008	.153	.57	n.s.
Nothing	2	1	0	1	-.016	.177	-1.000	n.s.

PART V

GROUP AUTONOMY, RESPONSES ON WRITTEN THEMES, Detailed Treatment

	Exp.	Control
I Physical Plant	42	16
Athletic facilities	12	4
Lunch, etc.	6	3
Auditorium	4	1
Building	11	4
Classrooms	3	3
Library	1	0
Bathrooms	2	0
Closets	3	0
Other	0	1
II Children's Behavior	39	33
Academic	3	0
Social	3	18
regarding teachers	5	4
Regarding school cleanliness	18	8
School laws and regulations	10	3
III Teachers	11	21
General disciplinary, attitude too strict	8	10
not strict enough	1	4
Particular disciplinary	0	6
Academic	1	1
Other	1	0
IV General Regulations	3	3
Dress	1	1
Other	2	2
V Activities	25	16
Athletic	8	3
organized athletic	4	2
Academic	1	0
Music	3	2
Trips	4	5
Clubs	4	2
Other	1	1
All	0	1
VI Lunch Food	8	4
VII Curriculum	29	53
Areas of study and activity		
vocational	1	0
art	0	4
academic: more work wanted	1	14

(continued: "Curriculum, areas of study and activity"

academic: less work wanted	2	6
gym	6	10
recreational, play	3	6
religious instruction	0	1
Books	9	4
Procedure	2	2
Hours	1	3
Class size	2	2
Overall improvement	1	0
Library	1	0
Other	0	1
VII Personnel - Adult	17	12
Athletic	1	0
New functions for extant personnel	0	4
More teachers	6	1
Less teachers	1	0
Better teachers	2	1
Change staff size	4	1
Name good teacher	3	3
Name bad teacher	0	2
VIII Personnel - children	12	6
monitors - more, more service	5	3
reward monitors	1	0
monitors - critical	6	3
IX Equipment	47	14
Athletic	10	4
Recreational	5	1
Music and art	3	0
Academic	7	0
Vocational	2	0
Movies and PA system, etc.	1	1
Furniture	12	1
Other	12	7
X Safety	14	2
Physical equipment	11	1
People	3	1

APPENDIX C

DESCRIPTIVE MATERIAL ON THE ALL DAY NEIGHBORHOOD SCHOOL PROGRAM

APPENDIX C

Examples of Records Kept by the ADNS Teachers

Part I. Progress Report

Examples and summaries of the activities of the ADNS program in one school are contained in this Progress Report. The report was submitted by an ADNS administrator in one of the schools of the study and contains summaries written by ADNS teachers. The report covers the period February through June, 1964. In this school, one of the ADNS teachers is a music teacher.

1. Music Program:

Fourth grade - The elementary (fourth grade) class is divided into two groups: group one consists of 14 violins; group two, four violas, four cellos, and two basses. These meet twice a week for instruction during school hours and twice a week as an orchestra during club time after school. They are taught correct position, and intonation, and correct bowing.

On May 12th they played for the Parent-Teacher Association meeting and were enthusiastically received.

An initiation fee of $2.00 per child is required to pay for music, strings, bridges, and repairs. After a few months of learning how to handle the instruments, the children are allowed to take them home for practice. This was a great inducement for them and encouraged their practicing. In the whole year, with all the three orchestras, we have had only one accident with a cello.

Fifth grade - The intermediate orchestra also played at the PTA meeting on May 12th and did very well. Many of them also play in the Senior Orchestra and so get additional practice as well as additional incentive. Much of the music had to be re-arranged because the published music is often unsatisfactory for the elementary school. The intermediate orchestra meets three times a week plus some sectional rehersals when necessary.

Fifth and Sixth grade - The Senior orchestra meets four times per week as an ensemble with some additional sectional rehersals. We have found it necessary to rewrite some second violin and viola parts for better sound and intonation. They have prepared a program of compositions by Beethoven, Sibelius, Tschaikovsky, and Mozart, which they played for the last PTA meeting on June 9th, and for the ADNS spring festival program for the entire school. They will also play for the graduating classes at the closing exercises.

2. Fifth and Sixth Grade Club:

Club work - The girls have matured during the last six months and can now work as a unit for the good of the group. They are more reasonable, patient, and willing to compromise. The club spirit that has developed in these children, and their consideration for one another is most gratifying and shows great progress.

The girls had a tendency to separate into fifth and sixth grade groups. However, when the time came to prepare for our Spring Festival, our culminating activity, all individual differences were forgotten in a concerted effort to produce the best possible performance. The girls met after club and on weekends to rehearse their dance routines, and those girls who were having trouble got special help from the more able dancers. The children who had parts in the choral speaking also rehearsed after school and each child felt responsible for every other child.

Group work - Most of the Children in class 6-A have improved their research techniques and knowledge of how to use source materials. Some of the children in class 6-B who were very disruptive the first half of the term have quieted down considerably and are a little more receptive to learning. Many of the children, through our social studies, have developed greater understanding and tolerance for variations among people. Through our study of Africa and its culture, the children have greater respect for their background and thus a better opinion of themselves. This was evident in their change of attitude toward learning and school.

3. Fourth Grade Club:

Club work - In club, a reading program was highlighted. Children joined the neighborhood public library and exchanged books during regular club time. There were dramatizations of favorite stories.

An intensive folk dancing program served the double purpose of enjoyable relaxation and luring into participation the shy children who ordinarily retreated from being on display.

Cultural sights were raised by folk singing and listening to a variety of stories read by teacher or club children.

Several children who had moved into the neighborhood recently made an easy adjustment to new surroundings through social contacts in the club.

Group work - The teacher worked with a group of seven children from a fourth grade class and seven children from a fifth grade class in reading. In both groups there were several children who were either emotionally disturbed or had severe behavior problems. The fifth grade group consisted of holdovers. In the fifth grade group every child, except one, advanced at least one year in reading. One girl advanced to a sixth year reading level and was transferred to a sixth grade class. In the fourth year, the children benefited by individual instruction, improved oral delivery and developed an appreciateon of library books because of the constant exposure to a great variety of delightfully illustrated books read to them by the teacher.

4. Third Grade Club:

Club work - I think the outstanding evidence of growth and progress in my club has been learning how to work and play together better. My boys have learned to play an organized game of punch ball or basketball with a minimum amount of argument. They are learning to abide by rules and to win or lose in a sportsmanlike way. They are learning to play fairly.

The girls, too, are willing to take in new children to their group, to make concessions to children who are less able to jump rope or run. Very often in our outdoor play, some of the girls will play in unison with second year or fourth year girls. This growth has been very gratifying to me.

Group work - I have worked with two third grade classes: a slow class and a bright class. With the first group I have found that short teaching periods in science, social studies, with a variety of approaches, interspersed with poetry (choral recitation), songs, stories, and dramatizations were most effective. I notice, too, that the children have a better attitude about approaching a reading activity when it has been based on actual experience.

With the brighter class, there has been an increased interest in the reading of library books based on the subjects we are learning about - in science, social studies, etc. Science experiences seemed most stimulating to them. This resulted in an improvement in reporting, listening, and evaluation skills.

5. Second Grade Club:

Club work - Our growth in club has been shown in many different ways. The club as a whole has learned to manage the play areas and materials exceedingly well. The clean-up period is usually most difficult. This year, it was always done beautifully. Their achievements in painting were wonderful. The club as a whole developed greatly in this area. Development and growth were also seen in their clay work. Their use of puppets and pantomime were a delight. The children were able to relate stories heard, as well as original ones. Although this club group did not bring the experiences of last year's group to the club setting, through constant work throughout the year, they far surpassed last year's group in their results and enthusiasm.

Group work - The highlight of this period is the growth seen in all of the children I have been working with this year. One of the classes lost two of its teachers before the present one took over. The children had been a bit demoralized by the shifting. Their interest level was low. In some cases they began to manifest overt, anti-social behavior. Through a firm hand and readiness techniques, the group began to regain their interest in learning. All of the children showed marked growth in their oral expression and grasp of basic concepts.

One of the children warrants special attention. He not only had to contend with his emotional adjustment but also had to work with a language difficulty. At the beginning of the year, although there was little response on his part, his behavior in class was normal. During the shifting of teachers he became a behavior problem. His work dropped off completely. He often arrived late for both sessions of school. He began to talk out in class and answer back. Through constant efforts of both his classroom teacher and group teacher, he is now one of the most cooperative children in the class. He often volunteers answers and help. He listens attentively and does his work well. His oral expression has improved tremendously.

The other class has shown similar growth. Although this group remained with their same teacher, they were slow to grasp concepts. Their oral expression was faulty and their attention span very short.

Both class teacher and group teacher approached the problem through readiness techniques. The class was given many different experiences: trips, music, stories, dramatizations, puppetry, etc. Much of the classes' reading material came from these experiences. Today, this class is writing its own stories. They are reading on level and are putting on really good puppet shows. The group as a whole works well.

6. Special Programs:

Spring Festival - We worked very diligently for our culminating program on the influence of Negro music and dance on the American culture. It was presented to the entire school at two assemblies, and was most enthusiastically received.

Pelham Bay Park Field Day and Picnic - This is a special treat for club children only. Picnic and the toasting of marshmallows, wading, and relay races leave fond memories.

Awards' Assembly - This is held on the last day of clubs when club children are given commendation cards.for: "greatest improvement", "most cooperative", "best attendance", or any other category the individual teacher requests.

Book Fair - Each year the book fair improves. More books are sold and interest is high. We have a complete week of browsing and selling to encourage love of reading.

Student Council - There was developed among the children an awareness of the interaction between the community and the school through a "Citizen of the Month" project. Delegates formulated a set of standards by which a member of the community was selected, interviewed, and invited to a grade assembly to address the children. This project had the effect of imparting to the school ideas for self and community improvements.

In addition, the following projects were completed: a) clean-up campaign, b) introducing new admissions to school in grade assemblies, c) publicizing the school theatre performances, d) helping with the book fair, and e) conducting poster campaigns related to school activities.

Teacher Training - 1) individual conferences with staff members as well as staff conferences to meet needs and problems as they arose, 2) the school staff also continued to come for assistance in materials, methods and creative ideas, 3) attendance at all grade conferences, 4) conferring on all school matters with school administrators at cabinet meetings, 5) membership in Negro History Committee.

Cultural Activities by the ADNS Staff - The ADNS Saturday theatre program in school was excellent and varied. Our four scheduled programs included drama, dance, and children's opera. The attendance for all performances was 1,303.

199 children with teachers, parents, or volunteers went on many class and small group trips, with the financial aid of the Community Council.

7. School-Community Coordinator:

A. Parent Teacher Association - 1) Special film on sex education for boys and fathers. The speaker, a psychologist, commented on the film and led the discussion. Three male teachers and an assistant principal informed the boys they would be present to sit and discuss any questions should the boys be unable to have a male adult accompany them. 2) The PTA president worked very diligently with the Ass't. Supt., Senator P., and CORE to obtain lights on a dangerous intersection. 3) During the discussions of the pairing of schools (in which our school was not directly involved at that time), members of the executive board and the School-Community Coordinator attended the local school board meetings. One member of the local school board asked the Coordinator for a private conference to help clarify the issues involved for our school. A list was then composed of the pressing needs in our school and presented to the Ass't. Supt. He held a private audience with board members, the school principal and the Coordinator to discuss the requests and determine what could reasonably be done. 4) Four parents were recruited to conduct eye tests of approximately 900 children as part of an experiment by a cooperating optometrist. Children can receive glasses from the optometrist at a reduced rate. 5) The PTA gave $100.00 to be used to help parents with the fees for sleep-away camp or day camp. 6) For the past two years the PTA has given $30.00 yearly to help parents buy shoes for the children who are in need. 7) Our income this year came from two cake sales, membership dues, and photographs of the entire school and graduating classes. 8) The parents would like a course with the parent volunteer training program next year so that they may help individual children. In May four parents started very simply with four sixth grade children who were reading three grades below level. They read with them and encouraged them to ge library cards and use them. Some material contributed by the corrective reading teacher was also used. 9) We were fortunate in having two school aides and one volunteer to type and distribute the newspaper regularly. 10) Our Father's Club started hopefully with five fathers, but soon bogged down under the over-organization that the fathers thought necessary.

B. Citizens' Committee - 1) This Committee raised funds for the Summer Day camp by sponsoring a successful dance and showing a movie to the school children during the day. Another movie has been planned for a Saturday during the summer months to raise additional funds. 2) An interesting addition to the Citizens' Committee and the PTA are School Aides, but their usefulness does not stop there. They give many additional volunteer hours to the school.

C. Work with Staff and Children - 1) Collections for the Greater New York Fund, Cancer, March of Dimes, etc. were made more efficiently by the help of one particular school aide. 2) The School-Community Coordinator attends the Negro History Committee meetings regularly and acts as recording secretary with the help of a typist school aide. She was responsible for having all Negro history material duplicated and folders made up for each staff member. 3) Eyeglass applications were given to parents for the children who were recommended by the teachers. We are fortunate in having two optometrists who service our children at reduced rates. 4) The collection of used clothing contributed by teachers and parents has been moved to a more accessible storeroom and many parents have availed themselves of useful articles of clothing. The mother of our former PTA president spent an entire day sorting the clothing and putting them on the shelves. 5) The School-Community Coordinator circulated PAL applications and returned them with the dues to the Youth Patrolman of the Precinct. Some of our children took part in the field day during Easter week. 6) A new piano teacher took on the instruction of the after-school piano class. Improvement in this instance was shown in the collection of fees. With her approval, a tighter control was practiced, although it resulted in the drop-out of many students. We carried three full classes with twelve in each class for two months, so we did not advertise the facilities to other schools in the neighborhood.

D. Community Work - 1) The PTA president and School-Community Coordinator are regular members of the Planning, Executive Board and the Committee of P.A. presidents of the Community Council and attend their meetings twice monthly. 2) The Area Organization is a sub-division of the Community Council. The Chairman of this group called several meetings of P.A. presidents, primarily to plan for the yearly workshop for this group of seven schools. This year the Area group worked with the principal of one of the schools in our area in preparation for a workshop on mathematics. The School-Community Coordinator was recorder for one of the panels, and attended a meeting in an effort to form a workable P.A. 3) Area Committee: This is a special committee of all area service in and around the area, initiated by the Human Relations Unit and requested by the Ass't. Supt. for this area. It met once monthly with the coordination of all services as its objective. Sub-committees on recreation, education, narcotics, etc. were formed. As a member of the sub-committee on narcotics, the School-Community Coordinator attended meetings with representatives from the Board of Health, clergy, Welfare Department, and Area Services. Plans involved visits to other agencies in the City devoted to treatment and rehabilitation. The School-Community Coordinator was assigned to visit the Lower East Side Association. The highlight was the visit to the Borough President's office by parent presidents and various other official personnel. Letters were sent to the Mayor and the Governor to request a treatment and rehabilitation center in the area. 4) At the yearly luncheon to which the Neighborhood House invites Principals and other school personnel a definite need for staff, CORE, and community groups to discuss the improvement of education in our schools was agreed upon. The School-Community Coordinator attended two planning meetings and the evening meeting at which the groups conferred.

Part II: ADNS Teacher Logs

All ADNS teachers are requested to keep logs which summarize in some detail their work in both group and club. These logs are submitted for review to the ADNS central staff at the end of the year. The logs also include machine-duplicated summaries of meetings in the school with other teachers. An example of such record keeping is taken from the same school as the Progress Report.

Log - Second Grade Teacher

I - Group

A. The first section of the log contains the names of the members of the class with which the ADNS teacher is doing group work. Also noted are the following: birth date, reading level, IQ, teacher's rating for three periods, remarks.

B. The second section contains the dittoed minutes of the first "ADNS Cooperative Conference", a monthly meeting with three participants - the ADNS teacher, the cooperating teacher, the ADNS administrator. In these conferences, plans are made for following periods and special problems discussed. The record of this first conference is as follows:

ADNS Cooperative Conference - September 23, 1963

Present: Mrs. S (ADNS administrator), Mrs. J (ADNS teacher), Mrs. G (Cooperating teacher).

Class Profile: Register 29; boys 16, girls 13.
I.Q. 71 to 105
Reading level: 1.0; 3 pre-primer

Special Problems:

1. A. L., I.Q. 71 - holdover. The child is shy and withdrawn.
2. C. R., lives with grandmother. Child is very slow. He seems to have a bathroom problem. He is restless and talkative.
3. P. C., foster child. Seems to be pampered.

Discussion: The ADNS program was explained. The mechanics of the group program were outlined in detail. Language Arts and Social Studies will be given special emphasis. However, all of the curriculum areas will be included with the ultimate goal of improving reading.

Classwork to date: Science - autumn changes; Social studies - community.

Group Work:

1. The group work will be in the social studies area.
2. A painting corner will be set up and organized in the room.

Trips:

1. October 14th - trip to the Zoo with class teacher.
2. September 26th - trip around the block.
3. First week in October - trip to the park.
4. Trip to the neighborhood supermarket.

Bulletins recommended for constant reference:

1. Developing children's power of self-expression through writing.
2. Early Childhood Education.
3. Science 1, 2.
4. Community helpers.
5. Child craft.

C. The next section contains a record of group work with this class for the period beginning October 11, 1963. Verbatim excerpts follow:

"Group work began with a trip around the school block. The trip was part of the culmination of the social studies unit, 'Our Neighborhood'. The follow-up of this experience was a chart written by classroom teacher and student.

"The group teacher's first project was the organization of a painting area in the classroom. The children worked around the question, 'What should we keep clean while painting? The answer became the painting rules. When the rules were written on a chart, the children took turns setting up the easel in front of the room. We took turns pantomiming the different rules. We played the game - girls against boys - and kept score. We then brought the easel to the painting area in the classroom and set up the entire corner. Chalk board painting was the next step. After a lesson on how to use a paint brush, we saw what the brush could do. We saw that by using straight and curved lines we could make wonderful designs. Every child in the class got a chance to paint on the chalk board. We then began painting on the easel. We all inspected the corner before the two children began to paint. We then evaluated the paintings for neatness and clarity. After every child has had a chance with one color, we will introduce a second one, for those who work well with one color. I have found it helpful to have the children organize their design with crayon on drawing paper, using the two colors, before they try using paints.

"Our next project was preparing for our trip to Central Park Zoo. We first made a list of all the zoo animals we knew. Then we pantomimed how the animals move. We talked about what they look like and the sounds they make. We then read stories in the book Zoo Pals. The stories told us different and new things about the animals we already knew. The follow-up of the trip with the group teacher will be making animal booklets."

D. Record of the second ADNS cooperative conference:

ADNS Cooperative Conference, October 22, 1963

Present: Mrs. S (ADNS administrator), Mrs. J (ADNS teacher), Mrs. G (Cooperating teacher).

Discussion: The zoo trip was wonderful. Some of the follow-ups of the trip were: a) cooperative stories and experience charts, b) dramatic play, c) pictures of children and animals, d) picture books from the library.

Planning: Animals on the farm.

1. The group teacher will work with records, stories, poems, and songs about the unit.
2. Groups: The groups in this class will be made up of eight, eight, and nine children each. Group work will begin on Monday, October 2.
   Aims: a) vocabulary building.
   b) stories, for sequence, comprehension, and dramatization.
   c) stick puppets.
3. Classroom teacher:
   a) continue on facts of farm and farm animals (cow, pig, chicken, ducks, horses, geese, goats).
   b) science - season of harvest - autumn.
   c) class stories for reading.
4. Stories suggested: "Three Billy Goats Gruff", "Three Little Pigs", "Little Red Hen", "Chicken Little".
5. Recordings: "Old McDonald", "Little Red Hen", "Trip to the Farm", "Muffin in the Country".

E. Log record for period beginning October 28, 1963:

"During the past week we have worked on farm animals. We began by learning 'I Have a Rooster.' We then listed the animals in the song. We talked about them and enlarged the list with animals we knew. We then read The Great Book of Animals. We reviewed the animals on the board making special note of how they looked and the sounds they made. We then sang the song again adding new animals. The next day we read Lucinda the Donkey and The Three Billy Goats Gruff. We tried acting out parts of both stories.

"On Friday we worked again with our rhythm. We listened to the records again, and the children took turns playing. We paid special attention to the different rhythms we heard.

"We then worked on acting out the 'Carrot Seed' record. Children always love this record. Although the children in the class volunteered to play a part, they were quite inhibited in their actions, until the scene was set and different areas were placed far away from each other. The children then began to move around. We will make a list of all the stories we will use for acting out.

"The painting area is moving nicely. Two children are painting at one time, and we are still working with one color. A rather interesting design was made by little E.J. It was a combination of shades of one color.

"On Monday, October 28th, group work will begin with the class. We will work on farm animals using the following poems and stories: 'The Farmer's Boy', 'The Dog (as Seen by the Cat)', 'The Mysterious Cat', Vachel Lindsay, 'The Purple Cow', Gelett Burgess, 'The House that Jack Built', 'Lucinda the Donkey', 'The Great Book of Animals'. The children's library books will also be used."

II.- Club

A. The dittoed minutes of the bi-weekly meeting of the ADNS staff in the school:

ADNS Staff Conference - September 10, 1963

Club objectives:

1. Good Room Decoration:
   - a) change material displayed each month.
   - b) introduce "care of materials" and proper handling of materials with whole group (games, painting, crafts).
   - c) signals and plan for "clean up".
   - d) dismissal bells at 4:30 and 4:40 p.m.; gongs at 4:50 p.m.; proceed to main stairway.

2. Painting Program:
   - a) developmental, continuous throughout the year.
   - b) have children talk about paintings once or twice a month, before taking them home.
   - c) signals and plan for "clean up".
   - d) proper use of brushes and paints and housekeeping.

3. Inter-Club Visiting:
   - a) another club can be the audience for "new songs, story telling", craft display, folk dance, etc.
   - b) children in older group can read or tell stories to the younger group.

4. Club Newspaper:
   - a) start simply; have a club newspaper relating activities of the club program.
   - b) children should rotate positions, learning different phases of writing positions.
   - c) later in the term, collect material from other clubs for a more extensive newspaper.

5. Trips:
   - a) cultural events that could be stimulating: ballet, concert special movie, etc.
   - b) also different areas, parks, buildings, museums in the neighborhood and city.

6. Music and Recording:
   - a) continuous program throughout the year. Repertoire of songs.
   - b) listening to recordings: stories, just music.
   - c) music for interpretation and dance movements.

7. Story Telling and Library Books:
   - a) encourage children's reading by visit to the public library once a month.
   - b) opportunity for telling about books read that they enjoyed.

8. Dramatization:
   improvisation, pantomime, puppets.

9. Crafts and Manipulative Materials
   a) handling clay .
   b) sewing experiences (making things to be used).

10. Simple Cooking Experiences.

11. Simple Science Experiences.

12. Celebrating Birthday Parties of the Month.

B. Club log record for period beginning October 10, 1963:

"To date, in second year club, we have established our painting rules and begun to paint, started our folk dancing, started building our repertoire of songs and stoies, done a little finger painting, and explored and played in our other areas.

"We began the first day learning our painting rules. By the end of the following week some of the children had brought in their smocks and had begun painting. In club I am able to carry out the organization plan more easily. Some of the designs the children have made on drawing paper from their original painting are quite nice. Before the introduction of a second colr, each child will organize with crayon. We are working mostly in line designs now. Shortly, we will introduce shapes -- different sizes, different lengths, etc.

"To date we have learned the folk dances, 'Bow, Bow Belinda' from America and 'Chimes of Dunkirk' from Belgium. The girls took to dancing right away. The second time we had dancing the boys were reluctant to participate. When asked why - 'they didn't like it' was the answer. By the time we had finished the session, the answer was 'We can take it or leave it'. Nevertheless, they wanted to know if we had time to learn a new dance. Deep down, the boys are having a grand time with the dancing.

"We have learned 'Lula Belle', 'I have a Rooster', 'Old Bahia Town', and 'Tender Shepherd' during our music period. The club enjoys singing very much. We will try 'Tender Shepherd' as a round soon.

"Our repertoire of stories includes Hurry Up, Slowpoke; George the Gentle Giant, Lucinda the Donkey, Tuffy the Tugboat and The Flintstones. We will begin our work in dramatization soon.

"For Halloween we will make pumpkins on a stick. This will be our first cooking experience.

"The club as a whole is shaping up nicely. The children are beginning to open up and are feeling more relaxed. Compared to last year's group, these children seem to be more sheltered. As a whole, they have not been exposed to as many experiences as the children last year. Consequently, they do not bring as much to the club experience as those of last year. Routines, etc., take longer and many of them are more dependent upon the teacher than those of last year. Neverthless, the year looks like an exciting and interesting one."

C. Club log record for period beginning October 28, 1963:

"During this period we have continued our work in the painting area. Some of the children are filling in their designs with a second color. Others are still on their first design.

"In arts and crafts we have made crayon plaques, some finger painting and collages. The collages were most successful. Some of the children went a step further and made realistic designs out of the pieces. They were most interesting.

"Outdoors we have played 'Out spells Out,' 'Squirrel in the Tree,' 'Relay Races,' 'Colors,' 'Old King Glory,' 'The Farmer in the Dell,' and 'Bluebird.' The children play well together during their free play time.

"We have been working on The House that Jack Built for the Halloween party. The children enjoy this story very much and are having fun with it.

"Since Miss J is having trouble singing, we have been using our old songs.

"Last week we made pumpkins on the stick. The club enjoyed this very much. We colored the coconut together. Then one group helped to melt the caramels while the other group worked nicely in the room. We then took turns dipping the apples in and watching them turn brown. We then dipped them in the orange coconut and let them cool. A good time was had by all."

Part III: ADNS Teacher Anecdotal Records

ADNS teachers also keep anecdotal records of the behavior of a few selected children in their clubs. An example of such records, from a second grade club, is this progress report on P, a troubled student who entered an ADNS club.

"P is a slightly built boy of Puerto Rican parentage. His older brothers and one older sister are known to be children with problems. When we first met P, he was a quiet, shy little boy. He sat in school and responded very little.

"October 10th - P sat in class today. He showed little interest in the lessons.

"October 22nd - After a scolding from his teacher, P returned late from lunch. He sat in class and showed little interest.

"October 31st - P sat in group work today. He seemed interested in the story, but responded very little.

"November 6th - P sat in group work today. He continued to annoy the boy sitting next to him.

"November 20th - P's class had a substitute teacher today. He was out of his seat all day.

"December 12th - P came in late again today. He did not respond in group work. He sat all hour.

"December 18th - The classroom teacher has asked that P be placed in club. She feels that he is beginning to open up in class, and that the club atmosphere would be good for him. I have not seen any change in P's group work.

"January 14th - P was taken into club after the Christmas vacation. He still seemed to have a blase air about all of the things we do. A new teacher has recently taken over P's class. We feel that he is reacting to this change.

"January 23rd - P and F played in the block corner today. P soon tired of the activity and joined S in the dollhouse. Havoc broke loose.

"February 11th - P had a fight with S. Both boys were sullen all afternoon.

"February 19th - P fought with F today. It seems F got in front of him in line.

"About this time we began working with clay in club. All of the children were excited about the activity.

"March 5th - P's group was working on transportation. He made a paper sailboat.

"March 16th - P volunteered for clay work in club today. He worked very hard on a clay sailboat. The result was a lovely ashtray.

"During this period, P seemed to change. He became more attentive in both group work and club. He began to try to be a good member in club.

"His classroom behavior has not as yet changed. His new teacher is still having trouble with him.

"April 15th - The club was told that all of the clay work had broken in the kiln. Everyone reacted with o-o-o-h's and a-a-a-h's. P said nothing. The expression on his face changed drastically. He was sullen all day. Luckily, we were able to piece his boat together.

"April 29th - P carefully painted his boat today. He didn't seem to mind the cracks in it.

"May 13th - P's teacher remarked, 'P has certainly changed. I don't know what has happened.'

"May 21st - P was mischievous today, but he tried very hard to be good.

"I feel that the experiences P had both in group work and in the club program gave him a definite feeling of self-worth. This new awareness helped him to gain self confidence. Although he did respond a little in the classroom, it was not until P had a definite feeling of accomplishment that we saw marked improvement in his behavior."

Part IV. THE DEVELOPMENT OF THE ADNS PROGRAM

Dr. Adele Franklin

The following are exerpts from the doctoral dissertation of Dr. Adele Franklin, The History and Development of the All Day Neighborhood Schools in the New York City Public Schools, School of Education of New York University, 1954.

"When teachers use play as a serious part of the curriculum they are readily convinced of its educational value. But play as a part of the curriculum must be guided and nourished.

Ways must be provided by which the young child can express ideas on a non-verbal level. He needs the opportunity to manipulate and explore the possible uses of many materials and to discover for himself relationships. Through trips into the community, the child continually adds to his store of first hand information. Social growth is fostered through the encouragement and guidance of cooperative play."

. . .

"Too often the teacher thinks of the play period as a time of rest and relaxation. In fact the very word 'play' is apt to connote a period of purposeless activity that needs no guidance or direction. It is for this reason that it was suggested that the period be called a work period."

. . .

"Growth is a continuing process as the child does not have to acquire different skills as his knowledge increases. After he acquired the techniques he can develop more complicated structures and relationships without stopping to learn a new process.

In the early stage of his development the child needs time to handle the blocks and to explore their possibilities. The block may be any number of things to the child. It may be a truck or a subway train; a person or a house. As the child arranges them block upon block, the structures become tall buildings, bridges, big trees or even horses. The rows of blocks become cars in the street or benches in the park or seats in the classroom."

. . .

"The child continues to experiment with blocks and learns to manipulate them. Ability to solve his building problems increases as does the skill with which he uses his materials. He learns how to balance them; he designs increasingly intricate patterns; he combines his blocks with other play materials in dramatic play. The more experience afforded the child, the more his imagination is stirred in utilizing these experiences."

. . .

"A new red car stimulated the children in their block play. They built a bridge for the car to go over and a garage for the car to stay in. Several youngsters brought cars from home. A corner of the room became a busy thorough-fare as the children drove their cars, one way to cross the bridge and the other way back to the garage. 'We need a policeman for the traffic.' A long block standing on its short end became the policeman."

. . .

"As has been stated above, the teacher does not take a passive role in the play program. Although he does not direct, he watches and stimulates the children by casual remarks and suggestions, by the trips he plans the the discussions which are held. In starting a play program, the teacher must allow enough time to establish the basic routines in each play area. This affords the children a more independent role in handling materials and gives the teacher the necessary time in which to observe and listen to the children at play. He becomes more quickly acquainted with the group and gets to know the needs of individual children.

Just as children are stimulated to observe more carefully, and to utilize their knowledge in their dramatic play, so cooperative play is encouraged. The child often starts building or playing alone. He then begins relating his building and his play to that of someone else. For example, he builds a station for someone else's train; or he uses a toy store to obtain food for the people in the house he has built. This type of cooperative play must not, however, be confused with the cooperative building. For some time, children should build their own buildings and relate their activities to each other. Too often the construction of a single monster building by a large group means that one child is doing the planning and others are taking orders and being 'Men Friday'."

. . .

"If he finds that building has taken longer than usual and that there has been no time left for play, he suggests to the children in the block area that they use the same type of building in the next work (play) period. In this case, he reminds them of this suggestion at the beginning of the next period. This is a device that has proved particularly effective in the public schools. It is important for the teacher to keep notes on such suggestions, and again not to insist that the child repeat the building if at the next work (play) period the child has lost interest in that particular project."

"It cannot be over emphasized that the teacher has a role to play, not only by supplying content but by observing how the content is used and whether or not the child has a real understanding of the things which go on around him. Richness of experience makes the play more meaningful and broadens the child's understanding."

. . .

". . . in a second year class, the children had been to the Brooklyn Bridge. They were interested in bridges and knew that this was a suspension or 'hanging bridge.' They constructed the bridge with their blocks but put a third set of towers in the middle of the East River. No one objected until they found that the boats could not go up the river past the central towers. A second trip was made, this time to the Manhattan Bridge, so that the class could look down the river at the Brooklyn Bridge."

. . .

"The trips the child takes, the discussion he participates in, the stories he hears, the great multiciplity of impressions that beat in upon him on all sides, at home, in school, and in the community only take on meaning as he makes them his own."

. . .

"The dramatic play in block-building, in the house corner, and in other areas enrich and develop his use and understanding of language. Using words become important when they are needed for telling stories or making 'reports' on the things a child himself has been doing."

"The principles here set forth show that play is a productive activity and a pivotal point of the program for the young child."

. . .

"The following brief exerpts from teachers' logs show the kind of impetus the teacher gives to the child's growing power to use and develop his experiences.

> 'We sat around in a circle telling a round-robin story. "The little boy was resting in his bed." "Near the bed was a radio." "Billy was listening to a story." "It was about a pussy cat." "The pussy cat was walking through the streets." "She passed the stores on the street." "There was a grocery store and a tailor shop." "There was a shoe repair shop and a meat market." When we completed our story, the block building group decided to build the street with all the stores. At the end of the work period the entire class was eager to see the street and the pussy cat.'
>
> 'A group of girls were playing house. The play consisted almost entirely of spanking the babies. They seemed to be getting very little satisfaction out of the play. I wanted to bring something more into the play. I picked up the toy telephone and called Jean who was the mother in the domestic play. "Hello, Jean. This is Frances. I don't know what to do. My baby is so bad today." "Mine too." "I have to spank her and spank her." "It's such a nice day. I think I'll do my ironing later and take my baby out in her carriage." "That's a good idea. Let's go to the park." "O.K., I'll meet you at the corner in ten minutes." This served to redirect

the play into other channels. Some of the boys had become interested during the conversation. "I'll make the park where they are going," said Alfred. "Can I help you?" came from Ralph. They hustled off for the blocks. Others joined in. One of the girls took over my role and became Frances. Both Frances and Jean were busy preparing their babies for the outdoors. By the time they met at the corner, there was a big park for them to walk in.'

'One day, the block building group called me to see their merry-go-round. I had read them the story of the "Little Carousel." There was nothing to suggest a merry-go-round except the horses, represented by small blocks. I asked, "What blocks could we use to make it round?" There was a scurry for circular blocks. After a few trials, the building became round.'

. . .

"In some instances trips are taken to clear up misconceptions revealed in the dramatic play. In other cases the type of dramatic play indicates the area in which the interest lies and for which additional first hand information can be obtained from a trip.

'The children had been a railroad station and tracks. The trains were ready to leave. Jane sold tickets. Richard turned the switches. The children began to weave the trains along the track. "Choo-choo" called Joseph. "Where is your train going?" I asked. "Down to South Ferry." "What kind of train is it?" A shrug of the shoulders was the answer. "Would you like to go to South Ferry?" That started us on our trip on the Third Avenue El, and we learned, among other things, that this was a train without a choo-choo.'

'"Boats on the River" was a very popular book with the children. They built rowboats, ferry boats, sail boats, tugs. We had seen these boats at the river. I wanted to enlarge their scope and planned a trip to the Hudson River to see an ocean liner. This opened a new avenue for them. Their block building became a big steamer in which they could sit and sail far away.'

. . .

"The interrelation of various curriculum areas to each other shows itself very clearly in the illustrations gathered from the teachers' logs which follow. . . "

'It was in the block building period that much of the information the children had gathered took form. Tony's truck took vegetables from Sara's farm to Bobby's grocery store. It became necessary for John to build a bridge for the truck to get from farm to city. Based on these experiences, reading charts that were of vital interest to the children were prepared. A beginning of map study was another natural outcome of such activity as the floor scheme was transferred to paper for a "report" from the block building group to the rest of the class.'

'A trip around the neighborhood brought many interesting features to our block play. The children showed the bus stop with people waiting for the bus. They stationed a policeman at the corner. They built two big garages for trucks. In each garage there was a telephone. Rose and Peter were the managers of the garages. "Hello, Peter. Have you any extra trucks? I need two trucks for a special delivery." "I'll send them right over." "O.K. Good-by." Out came two trucks from Peter's garage! At discussion time we began talking about what the trucks delivered. The question of bringing food to the stores led naturally to a plan for a trip to a nearby market from which the food was obtained.'

'The story, "The Little Fire Engine" stimulated the class in its dramatic play. One group built a large fire engine. The children referred to the pictures in the book for the small details on the fire engine. A good deal of dramatic play came with this, particularly so, when the children decided the doll house was on fire.'

. . .

"The attitude of the teacher toward the children he teaches is the first and most important item in changing curriculum."

. . .

" . . . the service job is not the special privilege of a 'bright' class but serves as an incentive to learning for all children. These jobs have value to the child in proportion as he assumes responsibility for the job and as the duties are so arranged that every child has his chance to do a definite part of the work. Each child realizes the responsibility for his own contribution toward the success of the service job as a class project."

"He must be helped to understand and to take an intelligent part in the life of his home, his school, his community and to solve the personal and social problems of daily living."

. . .

"The service jobs furnish the children with significant experiences in all the curriculum areas. Discussions of the job indicate children's interests and serve as a guide for teacher and children in planning both the content and the creative expression to be included in their studies.

Topics for study in content areas may relate to Science or Social Studies or the Language Arts. 'Why Should We Drink Milk?' or 'What Makes the Camera Work?' or 'How is Paper Made?' or 'How Much Do the Crackers Cost?' sometimes start a class on its study for the term.

Much of the mathematics is real and meaningful to the children for it is used in every day situations which grow out of the conduct of their business. Keeping accounts, measuring recipes, budgeting supplies, interpreting menus, doing experiments, planning trips, are only a few of these experiences."

. . .

"It is self-evident that, to be successful, the teacher must recognize the need in the school for the service which the lcass is to undertake. He must also be fully aware of the educational values for the children of such a project. The teacher must establish the principle that every child shares in all of the responsibilities and duties in the conduct of the job. This would necessitate the rotation of the jobs within the class during the first year. When the children are first becoming acquainted with a new job, the teacher may have to assume an active part in the direction of the job. As the children gain experience, they take on the responsibility for getting the job done and the teacher becomes less the foreman and more the consultant and adviser."

. . .

"It has been found that all children need not be out of the room at the same time. The class can be so grouped that a committee for a particular part of the service may be composed of children all belonging to a reading group. When these children are out of the room (delivering milk, for instance) the rest of the children may be engaged in reading activities. At some other time during the day, the service children will have their reading period while the class is doing some other form of group work. Some of the routines, like those related to the Visual Aids Service and Library, require a few children, taking turns, to be out of the room at many times during the day. The teacher has only to arrange his daily and weekly schedule in such a way that these children can be helped to pursue their class studies at other times. He must also remember that there are periods during the day when he needs all the children present in some class activity. Generally, no matter what service it is, no child need be out of the room more than half an hour on any service day."

. . .

"It has been the general philosophy of these schools that the child in elementary school can be helped to become a part of the larger community by functioning actively in the needed work of the school. As he works with his fellow class members in such jobs as those described above, he becomes aware of the school as a whole. Inevitably, the role of those who serve the school but are not part of the school personnel becomes more apparent. The relationship between the school and the community becomes part of every day experience. The selection of the social studies content, the types of trips taken and the persons interviewed are considered with this end in view. Wherever possible such topics as housing, consumer education, city improvements, and civic responsibilities are related to actual community needs and activities. In the following section, excerpts from teachers' logs and reports made by children illustrate this phase of the program."

"The way the service classes have led into broader understanding of the community is illustrated in the following excerpts from teachers' logs:

> 'At the post office, the children have mailed letters, purchased stamps, watched mail being sorted. They have also observed the mailmen load their bags and start off on their delivery routes. In class, the children have traced these routes on a map of Manhattan. They have mailed packages and observed the weighing, stamping, insuring, etc., of parcel post packages. In school, they have discussed the transportation of those packages by mail, truck, railroad, steamship, or airplane, according to the destination. We have indicated these places on large outline maps.'
>
> 'An interest in these places has led us into a wide study of mail in different parts of the world and of the means used for transporting the mail. We have collected many stories related to carrying the mails.'
>
> 'The idea for a mobile library service came when we realized we could not schedule all classes for a period in the library. Therefore we scheduled the fourth, fifth and sixth years and decided to take care of the others through a mobile library service. A schedule for the mobile unit was arranged and sent to all classes included. It was decided to ask the school to supply a shopping cart to transport the books. A committee was chosen to "find the biggest bargain" and report on it. When we got the cart, we made a sign for it reading "Bookmobile Service". Throughout this preparatory period, we had numerous discussions which helped us establish procedures and rules of conduct in the halls and in the classrooms being serviced.'

. . .

"Slides and strip films are valuable aids and they can conveniently be used over and over again. An opaque projector has many uses as it can project pictures of all kinds as well as the children's own illustrations.

"Motion picture films are often very helpful especially when used in the classroom. The way this material has been made available to the classroom is discussed in the following chapter."

"Three of the All-Day Neighborhood Schools have public address systems which permit easy and flexible use of this medium. Recently the wire and tape recorders have furnished additional auditory aids for classroom use."

"The following accounts taken from teachers' logs further illustrate the ways trips have been used. Following the teachers' records are a few descriptive passages written by children.

'In a Fifth Year Class the children discussed the kinds of work in which their parents were engaged. They cut out pictures from magazines to illustrate these various occupations. Both the classroom teacher and the group teacher felt it would be a good idea to meet the parents. This idea developed into a parent tea. As the children thought in terms of refreshments, they became involved in discussions of the foods we eat and where these foods come from. It was decided to go shopping as a class for the foods needed for the tea, and, at the same time, notice what kinds of work can be engaged in within the area of the school.

'On the trip they passed Col. Charles Young Park and commented on the reason for the name; they discussed the job of the park attendant whom they met. When they saw Nedick's Warehouse they wanted to know what kind of business it was and why a warehouse is needed. They asked where the coal in Stokes Coal Yard came from, how it gets to New York and what work the men did in the yard. They visited the Post Office and saw some of the work and machines in use there.'"

"Music, informal dramatics, painting and craft work all give children a chance to feel, to understand, and to share. They give teachers an insight into the way the child feels about himself. They often reveal both his understanding of certain concepts and his need of clarification in other areas."

"This concept of the use of art and manipulative experiences has been translated to teachers. They have begun to understand the ways in which these activities differ from the art and music lessons, the manual training and the memorized play of the more formal program.

"Many pictures and objects made in the middle grades reflect the children's interest in content. However, teachers have put increasing emphasis on the use of paint and clay for creative expression and for experimentation with color, design and movement. It is important to emphasize that these activities are valuable in themselves as creative outlets, and not only to enhance social studies or literature."

"Teachers have found that when informal dramatics are used, frequently children are stimulated to gather more information to add content to their play. Teachers guide this type of dramatic development just as the teacher of the young child nourished the dramatic play with blocks. Often an informal dramatization will form the basis for a more formal class play presented to an audience."

"The following excerpts from teachers' logs show three different ways in which dramatics have been used:

'We had been studying about old New York. The children had done many short dramatizations during their study of this topic -- adventures on the ice skating pond, a quarrel with the Indians, trading, arrival of newcomers, activities in a Dutch home, incidents in the lives of the governors and others. The children had been getting details from pictures, stories, books, trips and visits to museums and libraries. They had learned names of people and of streets. They had found unusual details about clothes and household possessions. They had explored Lower Manhattan and substituted present buildings with those of New Amsterdam. They even kept a list of Dutch words and expressions they came across.

'Now we wanted to select from all this some exciting incident and prepare it for presentation to an audience. There were many suggestions until Richard thought about a fire in a windmill. It would be very exciting! And it was! The children, because of their store of knowledge, were able to dramatize many situations almost immediately.

'We needed to do more research. Soon we came up with our own fire laws. As each law was proposed in our Stadt Huys, it was discussed and voted upon. We finally evolved the following:

1. No more haystacks near houses.
2. No more wooden chimneys.
3. Inspectors will inspect chimneys.
4. Ten beaver skins will be the fine for a fire.

'When Alice suggested the one about the inspectors, the group teacher asked her to specify a day for inspection. "Oh, no! If we made a special day, some people might clean up only for that day. If they don't know when the inspector will come, they'll always be clean." She won.'

'At our very first presentation, we were such a success that the children clamored for more. On the spot, we did "The Three Bears". I was amazed at the pantomime and the impromptu dialogue that accompanied this presentation. This experience gave a feeling of success to the children. This was something they had seldom experienced before. They wanted to continue dramatizing fairy tales and presenting them to the younger children. We did "The Three Little Pigs", "Snow White", "Jack and the Beanstalk". We used the drum for rhythm and brought in other instruments as we developed rhythms or dances to accompany our dramatizations. Once a week a group went to a Kindergarten or a first year class to give a play.

'The general tone of the group has improved greatly. Their paintings have begun to show more organization. They are keener about all their work and give more attention to accomplishment. I have been channelizing their dramatizations into higher levels, using stories, books, and historical materials. Recently, two of our themes were "Life in the Colonies" and "Massachusetts and Virginia before the Revolution". In doing these themes we have stressed daily living then as compared with modern living. We have dramatized such situations as getting food, shopping, keeping house, exciting events, education, amusements. The children have been organizing their information as reading materials and have been doing creative writing as well. Getting these children to respond has been an interesting experience both for me and for them.'"

'The drum was the first instrument I introduced to the children. We started by tapping out their names on the drum. "Tom - my", "Mar - i - a", and so on. The children repeated the names following the rhythmic pattern set by the drum. This was done for each child in the group. We then went on to clapping the name patterns and to moving the feet to the pattern.

'After the children had had many experiences in feeling the rhythms with their hands and feet we played "Close Your Eyes" on the drum. The children sat on the floor with their eyes closed. We used the same rhythmic patterns of the names but this time the children moved their bodies from the waist up in response to the rhythm. From this sitting position on the floor, some children began to move into a standing position and into moving their whole bodies to the rhythms. Others followed and after a while all the children were moving around responding with their arms or feet or bodies to the rhythms.

'When the children had had many experiences with the drum in feeling rhythms in their entire bodies, I introduced other rhythm instruments, one at a time. The cymbals were presented, each child getting a chance to handle them and experiment with the ways in which they could be played. The children hit the cymbals in different ways creating different sounds. They also discovered that by hitting them together and then holding them against their bodies they could stop the sound. In a similar way, the children experimented with the triangle, the drum and other percussion instruments. (This led us into some elementary science on vibration). The children played out their entire names, using different instruments.

'Along with these rhythms experiences, the children were learning many songs. As they sang, they used the instruments to play the rhythmic patterns. We did the first one with the drum and then orchestrated with the other instruments. "Billy Boy" was a simple song with which to begin. "Ooh, where have you been Billy Boy, Billy Boy" appeared thus:

O-Oh where have you been Billy Boy Billy Boy

-- -- ---- -- -- --- -- -- -- -- -- ---

We then looked at the music book to see how these "shorts" and "longs" appeared there. We discovered that all the notes had circles on them and that the shorts also had little tails. The children were told that the shorts were called eighth notes and that the longs were quarter notes.

We had man experiences playing these patterns on the instruments and moving to them.

'When we came to a new song we followed the same method. We learned the early American song, "Johnny Has Gone for a Soldier". The line read:

John ny has gone for a sol dier

In beating out the rhythm, the children realized that "sol" was long enough to have two long beats and they recorded it so. When they looked at the music and saw the half note over "sol" and "dier", this led to the discovery that the half note was equal to two longs, or two quarter notes. The connection here with work in fractions is obvious. The children made charts showing the equivalent value of whole, half, quarter and eighth notes.'

"Some of the cooking and tasting experiences are summarized here:

'In observing the groups in the domestic play corner, I noted there was always some "cooking" going on. Both the classroom teacher and I felt they should have a real cooking experience. We discussed this with the children and came to the final décision of a muffin and butter party. We wrote out our shopping list. Then a real problem presented itself -- no refrigerator in which to keep the milk and the oleo. They would spoil until our cooking time on Friday. The children related experiences they had had with foods that had spoiled. After much discussion, we decided (1) to buy only the non-perishables; (2) to use milk delivered on Friday to the classroom; (3) to place an order for the oleo; (4) to keep a small container of milk out and see what happens to it by Friday. Our shopping trip was highly successful and we made the necessary arrangements with the grocer. In preparation for our cooking we made newspaper aprons, discussed the importance of clean hands, arranged our groups. The classroom teacher took one group for the making of butter while I had the other group for the baking of muffins. In this way each child had a chance at some process -- whipping the butter, breaking the eggs, mixing the batter, greasing the muffin tins, half-filling the sections. Two mothers had come to help us and were thrilled with this opportunity of sharing such an experience with the children. We all joined together for the muffin and butter party -- a great success.'

'The children made two types of cookies this term -- drop cookies and rolled cookies. With each we made picture charts of the needed ingredients and of the necessary utensils. We had interesting discussions; comparing the mixtures, noting the temperature of the oven, using waxpaper to line the bottoms of the pans, greasing the pan, using the rolling pin, and so on. There was a good deal of pantomime and impromtu dramatization accompanying these baking experiences.

CONCLUSIONS

Experimental children differ from control children in achievement and aptitude only in that experimental children were found to be significantly more fluent in written expression.

Experimental children exhibit an advantage over control children in personal and social adjustment.

Teachers connected with experimental schools feel that both they and the children had been helped by the experimental program.

Parents of children in experimental schools regard the schools as being more helpful to their children than do parents of children in control schools, and experimental school parents are more involved in school affairs than control school parents.